DOCUMENT RESUME

ED 121 224 HE 007 745

TITLE The State University and Community College System of Tennessee. Annual Report, 1974-75.
INSTITUTION Tennessee State Board of Regents, Nashville.
PUB DATE 5 Nov 75
NOTE 56p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage
DESCRIPTORS Accreditation (Institutions); Adult Education; *Annual Reports; *Community Colleges; Educational Finance; Enrollment; Facilities; Faculty; *Higher Education; *State Boards of Education; *State Universities; Statewide Planning; Students
IDENTIFIERS *Tennessee

ABSTRACT

This annual report of the State University and Community College System of Tennessee covers the period for July 1, 1974 to June 30, 1975. As the third such report, it chronicles the highlights of the State Board of Regents and institutional activities especially in the areas of instruction, public service, continuing education, student life, physical facilities, and fiscal management. Appendices cover: (1) accreditation; (2) enrollment; (3) graduates; (4) faculties; (5) libraries; (6) changes in academic units; (7) joint and cooperative programs; (8) physical facilities; and (9) finance. (Author/KE)

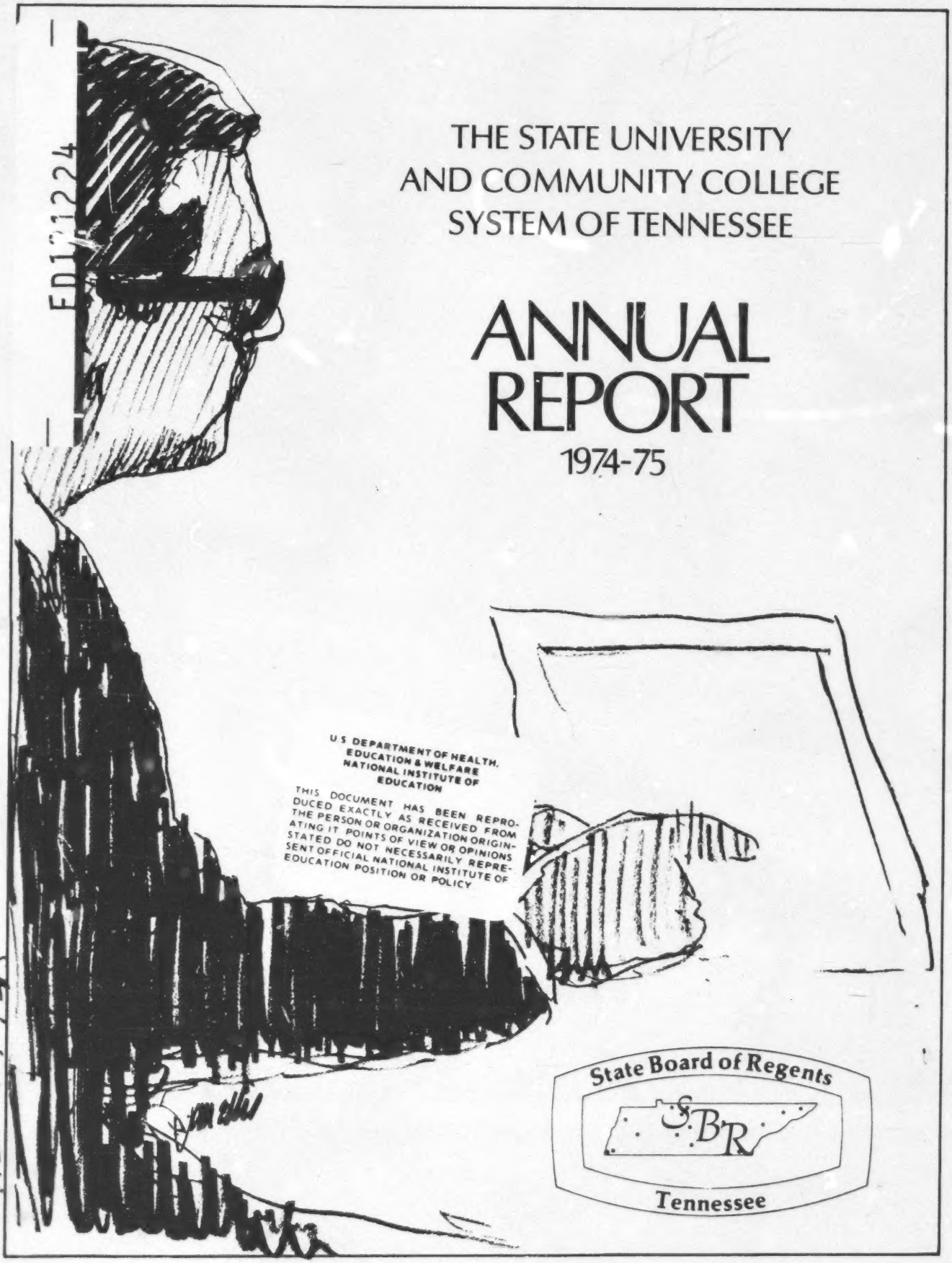
****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED121224

THE STATE UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF TENNESSEE

ANNUAL REPORT

1974-75



U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

State Board of Regents

SBR

Tennessee

HE 007 745

The State University and Community College
System of Tennessee

ANNUAL REPORT

1974-75

Submitted by

Dr. Roy S. Nicks, Chancellor

The State University and Community College System of Tennessee
1161 Murfreesboro Road Nashville, Tennessee 37217 (615) 741-4821

November 5, 1975

The Honorable Ray Blanton, Governor, and
Members of the General Assembly:

In accordance with Tennessee Code Annotated 49-3242, I am pleased to submit on behalf of the State Board of Regents the Annual Report of the State University and Community College System of Tennessee for the period July 1, 1974, to June 30, 1975.

As the third such report of our unified system of higher education, this report chronicles the highlights of Board and institutional activities which underlie this year of advancement in the broad areas of instruction, public service and continuing education, student life, physical facilities, and fiscal management.

The members of the Board of Regents, its staff, and personnel of the member institutions of the State University and Community College System of Tennessee recognize the commitment and support the executive and legislative branches of government have given to furnish educational opportunities and provide quality education to all Tennesseans. We look forward to continued support which will help further the achievement of these goals.

Sincerely,

Roy S. Nicks
Chancellor

RSN:cm

MEMBERS OF THE STATE BOARD OF REGENTS

	Term
The Honorable Ray Blanton, Governor, Chairman Nashville	Ex-officio
Mr. Ben S. Kimbrough, Vice Chairman Clarksville	July 1, 1972 to June 30, 1976
Dr. Sam H. Ingram, Commissioner of Education Nashville	Ex-officio
Mr. Edward S. Porter, Commissioner of Agriculture Nashville	Ex-officio
Dr. G. Wayne Brown, Executive Director of The Tennessee Higher Education Commission Nashville	Ex-officio
Dr. C. N. Berry Chattanooga	July 1, 1972 to June 30, 1975
Dr. Kenneth Ezell Murfreesboro	July 1, 1972 to June 30, 1974 July 1, 1974 to June 30, 1983
Mr. Dale Glover Obion	July 1, 1972 to June 30, 1978
Mr. James H. Jones, Jr. Mt. Pleasant	July 1, 1972 to June 30, 1976
Mr. George M. Klepper, Jr. Memphis	July 1, 1972 to June 30, 1979
Mr. Charles J. Liner Athens	July 1, 1972 to June 30, 1977
Mrs. Johnella H. Martin Nashville	July 1, 1972 to June 30, 1973 July 1, 1973 to June 30, 1982
Miss Ella V. Ross Johnson City	July 1, 1972 to June 30, 1980
Mr. Frank Taylor Huntingdon	July 1, 1972 to June 30, 1978
Mr. J. Howard Warf, immediate past Commissioner of Education Hohenwald	July 1, 1972 to June 30, 1975 July 1, 1975 to June 30, 1978
Mr. David V. White Knoxville	July 1, 1972 to June 30, 1974 July 1, 1974 to June 30, 1983

STANDING COMMITTEES OF THE STATE BOARD OF REGENTS

Academic Policies and Procedures

Mr. Dale Glover, Chairman
Dr. Sam H. Ingram
Dr. G. Wayne Brown
Miss Ella V. Ross
Mr. J. Frank Taylor
Mr. J. Howard Warf
Mr. David V. White

Finance and Business Operations

Mr. James H. Jones, Chairman
Mr. Ben S. Kimbrough
Mr. George M. Klepper, Jr.
Mr. Charles J. Liner
Mrs. Johnell H. Martin
Mr. J. Frank Taylor
Mr. David V. White

Personnel

Mr. J. Frank Taylor, Chairman
Dr. Sam H. Ingram
Mr. Charles J. Liner
Mrs. Johnella H. Martin
Dr. Kenneth Ezell

Bylaws

Mr. Dale Glover, Chairman
Mr. Edward S. Porter
Dr. Kenneth Ezell
Mr. Charles J. Liner
Miss Ella V. Ross

Student Life

Miss Ella V. Ross, Chairman
Mrs. Johnella H. Martin
Mr. James H. Jones
Mr. David V. White
Dr. G. Wayne Brown

STAFF OF THE STATE BOARD OF REGENTS

Roy S. Nicks, Chancellor
Richard G. Rhoda, Assistant to the Chancellor
David C. Porteous, General Counsel
Jack C. Blanton, Vice Chancellor for Business and Finance
W. Wray Buchanan, Vice Chancellor for Academic Affairs
Lawrence B. Fuldauer, Director of Academic and Related Programs
Milton W. Phillips, Director of Continuing Education and Public Service
J. Scott Fry, Director of Academic Policies and Procedures
Richard H. Schellhardt, Director of Physical Facilities
Elaine J. Officer, Research Analyst
Dianne M. Bright, Accountant
Donald C. Merryman, Director of Purchasing
James B. Washburn, Budget Director
Stephen F. Stewart, Director of Information Systems

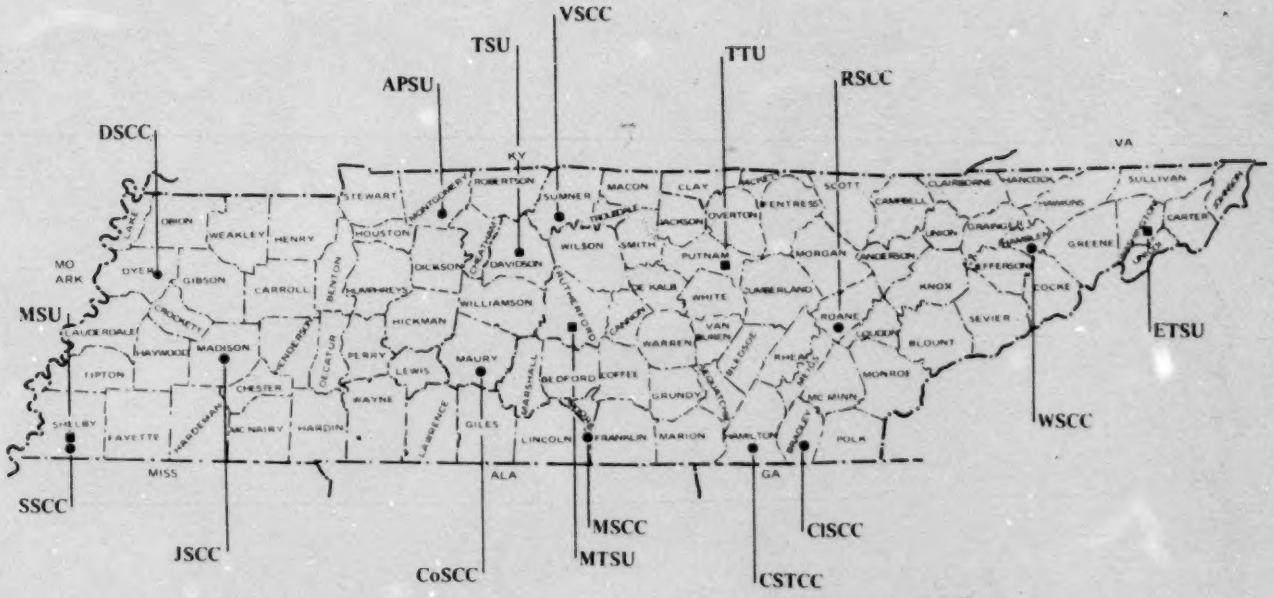
MEETINGS OF THE STATE BOARD OF REGENTS DURING THE 1974-75 FISCAL YEAR

July 25, 1974*	SBR Central Office	Nashville
August 16, 1974	Dyersburg State Community College	Dyersburg
October 2, 1974*	SBR Central Office	Nashville
October 18, 1974	Walters State Community College	Morristown
December 13, 1974*	Austin Peay State University	Clarksville
February 5, 1975*	SBR Central Office	Nashville
February 21, 1975	SBR Central Office	Nashville
April 18, 1975	Chattanooga State Technical Community College	Chattanooga
June 20, 1975	Shelby State Community College	Memphis

*Called Session

7

STATE UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF TENNESSEE



8

- Community Colleges
- Universities

MEMBER INSTITUTIONS OF THE STATE UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF TENNESSEE

Austin Peay State University	President Joe Morgan	Clarksville
East Tennessee State University	President D. P. Culp	Johnson City
Memphis State University	President Billy M. Jones	Memphis
Middle Tennessee State University	President Melvin Scarlett	Murfreesboro
Tennessee State University	President Frederick Humphries	Nashville
Tennessee Technological University	President Arliss Roaden	Cookeville
Chattanooga State Technical Community College	President Charles Branch	Chattanooga
Cleveland State Community College	President David Adkisson	Cleveland
Columbia State Community College	President Harold Pryor	Columbia
Dyersburg State Community College	President Edward Eller	Dyersburg
Jackson State Community College	President F. E. Wright	Jackson
Motlow State Community College	President Harry Wagner	Tullahoma
Roane State Community College	President Cuyler Dunbar	Harriman
Shelby State Community College	President Jess Parrish	Memphis
Volunteer State Community College	President Hal Ramer	Gallatin
Walters State Community College	President Jack Campbell	Morristown

CHANGES IN BOARD MEMBERSHIP

During the course of the past fiscal year, four changes occurred in Board membership. All of the changes involved ex-officio appointments.

Upon his January 18, 1975, inauguration, Governor Ray Blanton assumed membership on the Board of Regents. At the February 5, 1975, meeting of the Board, Governor Blanton was elected as Chairman of the Board.

Both Commissioner of Agriculture Edward S. Porter, and Commissioner of Education Sam H. Ingram also assumed their memberships with the Board on January 18, 1975, upon their commissionership appointments. This was not Dr. Ingram's initiation to the State University and Community College System of Tennessee, as he is the past President of Motlow State Community College.

Dr. Wayne G. Brown became an ex-officio, non-voting member of the Board as Executive Director of the Tennessee Higher Education Commission. He replaced Dr. John K. Folger in this position, effective May 23, 1975. Dr. Brown's formal introduction to the Board took place at the June 20, 1975, regular session of the Board.

CHANGES IN CHIEF ADMINISTRATORS

At the February 5, 1975 meeting of the Board, the Board unanimously approved its search committee's recommendation that Dr. Roy S. Nicks be appointed as Chancellor of the State University and Community College System of Tennessee. On March 1, 1975, Dr. Nicks assumed the position of Chancellor, the chief executive officer of the State University and Community College System of Tennessee.

Born on June 30, 1933, in Marshall County, Tennessee, Dr. Nicks attended the public schools of Nashville, commenced his higher education at Martin Junior College, and earned the B.S. at Middle Tennessee State University. Upon successful completion of a year of graduate study, he was awarded a certificate in Public Administration by the Southern Regional Training Program, sponsored jointly by the Universities of Alabama, Kentucky and Tennessee. He later received the M.A. degree in Political Science from the University of Tennessee, and a Doctorate in Educational Administration and Supervision from Memphis State University. He served as instructor and training officer in the Bureau of Public Administration at the University of Tennessee before entering military service in 1957. In 1959 he was employed by the State as Senior Budget Analyst in the Department of Finance and Administration. Later he was promoted to Chief of the Budget Division and was named Deputy Commissioner of the Department in 1961. He became Commissioner of Public Welfare in August, 1963, and served in that capacity, until October, 1965, when he was appointed as Special Assistant to the Governor.

As Special Assistant, he was responsible for the administration of the Economic Opportunity Act, the Appalachian Redevelopment Act, and for coordination of other Federal-State social and economic development programs in Tennessee. In January 1967, he joined Memphis State University as Assistant to the President, and later as Vice President for Development and Administration. In July, 1970, he was appointed as Chancellor of the University of Tennessee at Nashville, and in February, 1973, he was also appointed as Vice President for Urban and Public Affairs of the University of Tennessee. He held both these positions at the time of his selection as Chancellor of the State University and Community College System of Tennessee.

Dr. Nicks' appointment followed the retirement of Dr. C. C. Humphreys as Chancellor. Dr. Humphreys had served as the System's first Chancellor since its creation in 1972. At the February 5, 1975, meeting of the Board, Dr. Humphreys was elected Chancellor Emeritus.

Three new presidents assumed their offices during the 1974-75 fiscal year. Two of these presidents were at community colleges, one was at a university. In addition, one university's president's intent to retire was announced at the June 20, 1975, Board meeting.

Jack E. Campbell was elected President of Walters State Community College in a special meeting of the Board, July 25, 1974. Dr. Campbell replaced Dr. James Clark who had earlier resigned from this post. Dr. Campbell was born August 30, 1938, in Johnson City, Tennessee. He earned the Bachelor of Science and the Master of Arts Degrees at East Tennessee State University. He earned a second Master of Arts degree at the University of Alabama, and the Doctorate in Education at the University of Mississippi. He attended Auburn University for post-doctorate studies. Dr. Campbell served as an instructor at Robinson Junior High School in Kingsport, Tennessee from 1961 to 1964, and the Director of Student Personnel and Instructor at Calhoun State (Alabama) Technical Junior College from 1965 to 1967. Prior to his appointment as President of Walters State, he served as the Dean of Instruction at Calhoun State.

Frederick S. Humphries became President of Tennessee State University on January 1, 1975, following his election to the post by the Board at a special meeting held on October 2, 1974. Dr. Humphries succeeded Dr. Andrew P. Torrence who rendered his resignation in April, 1974. Dr. Humphries was born December 26, 1935, in Apalachicola, Florida. He earned the Bachelor of Science degree from Florida A & M University, and the Doctor of Philosophy from the University of Pittsburgh. Dr. Humphries has held teaching faculty and administrative positions at the University of Minnesota and Florida A & M University. In 1968, he joined the Institute for Services to Education in Washington, D.C., serving in a number of concurrent directorship capacities. In 1970, he was appointed Vice President of the Institute, and held that position

at the time of his election as President of Tennessee State University.

Harry D. Wagner was named by the Board on February 5, 1975, as President of Motlow State Community College. Dr. Wagner succeeded Dr. Sam H. Ingram who resigned to assume his appointment as State Commissioner of Education. Dr. Wagner was born October 19, 1936, in Dunlap, Tennessee. He attended the public schools of Sequatchie County where he later taught and coached athletics on the secondary level. He earned the Bachelor of Science degree at Tennessee Technological University, the Master of Science degree at the University of Tennessee, and the Doctorate of Education from George Peabody College. From 1962 to 1970, Dr. Wagner served Middle Tennessee State University in such positions as Associate Professor of Health and Physical Education, Dean of Men, and Assistant to the President. He was President of Martin College, 1970-71. At the time of his appointment as President of Motlow State, Dr. Wagner was serving as Vice President for Student Affairs at Middle Tennessee State University, a post he had since 1971.

At the June 20, 1975, meeting of the Board, Dr. Joe Morgan's plans to retire as President of Austin Peay State University were announced. Dr. Morgan has been the President of Austin Peay State since 1962. He is a past State Commissioner of Education, having been with the State Department of Education since 1951. During his administration of Austin Peay State, University status was conferred upon the institution, and student enrollment increased from 2,118 in 1962 to 3,918 in 1974.

CHANGES IN ORGANIZATIONAL STRUCTURES

Upon the recommendation of the Chancellor, two separate changes in the Board staff structure were approved by the Board over the course of the 1974-75 fiscal year.

At the August 16, 1974, meeting, then Chancellor C. C. Humphreys presented to the Board a recommendation to consolidate the functional staff area of Academic Affairs with that of Public Service and Continuing Education under one principal staff officer. As presented, it was felt that this reorganization would better serve the mission of the Board. In reviewing the roles of the Vice Chancellor for Academic Affairs, it was apparent that this shift would provide the close cooperation needed in the Academic, Public Service, and Continuing Education areas. Approval of this action by the Board effectively commuted Dr. W. Wray Buchanan's title from that of Vice Chancellor for Public Service and Continuing Education to Vice Chancellor for Academic Affairs.

At the June 20, 1975, Board meeting, Chancellor Roy S. Nicks gained approval for the creation of a new Vice Chancellor position on the Board staff in the area of Campus Planning and Facilities Development. As described, this position is essential at this time for working not only with the Board and the institutions, but also with the State Building Commission, the State Architect, and the Tennessee Higher Education Commission in regard to long-range campus development, capital budgeting, and project planning. It is proposed that this position will be filled and the function be operational early in the 1975-76 fiscal year.

Structural changes requiring Board approval also occurred at three community colleges during the past fiscal year. The changes were requested and approved for Cleveland State, Columbia State, and Walters State, and were similar in nature as all three involved the creation of an administrative service functional area. The trend is significant of institutional growth in all three cases. Impetus for such transitions was further enhanced by specific recommendations by the Southern Association of Colleges and Schools.

TABLE OF CONTENTS

PAGE

REPORT FROM THE CHANCELLOR
- Instruction 15
- Public Service and Continuing Education 19
- Student Life 21
- Physical Facilities 22
- Finance 23

APPENDICES 25
- Accreditation 27
- Enrollment 29
- Graduates 33
- Faculties 36
- Libraries 39
- Changes in Academic Units 41
- Joint and Cooperative Programs 44
- Physical Facilities 46
- Finance 51

REPORT
FROM THE CHANCELLOR

Roy S. Nicks

The 1974-75 fiscal year was a period of growth for the State University and Community College System of Tennessee. More State citizenry than ever before participated as students in the programs and services afforded by the System. The number and nature of the programs and services themselves were expanded to further meet the changing higher education demands and needs of the State. The scope of system-wide responsiveness grew with the public's expression of heightened desire and appreciation for higher education.

This was also a time of great challenge to the institutions of the system and to the Board of Regents. For the six universities and the ten community colleges, their growth was tempered with hard won provisions for expansion and development. The limited availability of fiscal resources presented a situation of forced realignment of priorities in program planning. For the Board of Regents, the responsibility of governing the System demanded concerted efforts in articulating sound actions and guidelines in the broad areas of academic affairs, personnel administration, student life, and finance and business operations. Effective internal management of the human as well as the fiscal resources was emphasized. Ultimately, the challenges of this period were relative to managing growth in a time when commensurate provisions were not accessible. The gains made by the System in confronting these demands are significant of the commitment and sense of responsibility assumed by all members of our higher education community.

It was during this period that extensive efforts were exerted toward reassessment of purpose. Representative of such efforts was the undertaking and completion of the System "Master Study, 1972-80". This study entailed the readdressing and reaffirming of institutional roles and scopes. The work that resulted in the composition of the study was a model of Board, Board staff, and institutional cooperation. The thrust of these efforts was directed toward the maintenance of quality education and institutional integrity while increasing administrative and instructional efficiency and effectiveness in long-range planning.

It was also during this time that the channels of communication and decision making were widened within the System. Two separate policy statements were adopted by the Board that effectively assure student and faculty participation in Board considerations and in the development of campus policies and procedures. The former involves student and faculty membership on the Board's standing committees. The latter relates to the recognition of campus committee and organizational structures.

In many ways, the recent movements, actions, and accomplishments of the System highlighted in the following sections of this report reflect an ever increasing determination of responsiveness to the State's changing needs by higher education through accessibility, excellence, and accountability. It is in this perspective that the System manifests its recognition that the investment in higher education requires a substantial committment in both human resources and tax dollars. This is an assurance that all citizenry will receive optimal use, opportunity, and service from all the resources which have been provided.

INSTRUCTION

ENROLLMENT

As a system, student enrollment at the institutions of the State University and Community College System of Tennessee grew to a record height during the 1974-75 fiscal year. Degree credit headcount in the Fall of 1974 totaled 74,441. This is a 6.6% increase over the 69,810 students enrolled in the Fall of 1973. While the rate of growth in total numbers was less than had been experienced in past years, the accomplishment of sustaining an increase in the number of students participating in degree credit activities on all levels is significant. This is especially true when viewed from the perspective of nationally and regionally declining and stabilizing enrollment trends. Further, the increase in the 1974-75 fiscal year represents another record of intra-state import. That is, 62.3% of all students attending publicly-supported institutions of higher education in Tennessee were enrolled in the System's member institutions.

The rate of enrollment increase was not uniform within the System. Substantial differences in this regard are seen between the senior, four-year institutions where the aggregate increase from the previous year was 2.0%, and the two-year community colleges where the total increase was 23.6%. Further analysis reveals that relatively greater enrollment increases occurred at the senior institutions situated in or near urban centers and at the developing community colleges. The university with the greatest enrollment percentage increase was Tennessee State University at 6%. Those community colleges with outstanding growth rates were Chattanooga State Technical with a 63.5% increase, Roane State - 59.9%, Shelby State - 49.5%, Volunteer State - 24.2%, Dyersburg State - 16.4%, and Walters State - 12.7%.

As a system, the credit headcount enrollment broken down by level shows that: 37% were freshmen, 18% were sophomores, 11% were juniors, 13% were seniors, 10% were graduates and professional

students, and 11% were classified as graduate and undergraduate special students. Significant increases over the previous year were experienced at the freshman level - 8.5%, the graduate and professional level - 10.6%, and in the special classification - 11.3%. These trends reflect increases in the number of students attending college for the first time, the movement toward attaining advanced training, and the number of students participating in non-program types of credited activities.

Full-time equated student enrollment in the Fall of 1974 totaled 58,674 within the System. This total represents a 5.5% increase over the 55,616 FTE enrollment in the Fall of 1973. As with the Fall, 1974 headcount enrollments, relative differences in the FTE increases occurred between the universities and the community colleges, 2.3% and 19.5% increases were experienced respectively. FTE enrollments are calculated from the student credit hours of course work taken by the total student headcount population to determine an equivalency factor of students carrying a full-time course/work load. FTE enrollments are calculated by dividing total undergraduate student credit hours by 15 and total graduate student credit hours by 12. Fifteen and twelve credit hours are considered as full student work loads for undergraduate and graduate students, respectively.

Non-degree credit headcount enrollment within the System in the Fall of 1974 totaled 7,059. This total represents an aggregate increase of 1,782 or 35% over the non-degree credit enrollment of 5,277 in the Fall of 1973. Relative increases were 7.7% at the universities and 75.2% at the community colleges. The significant growth in this area of educational programming reflects the continuing success that institutions are having in providing extended services for their student clientele.

The total number of out-of-state students attending the member institutions of the System grew slightly in the Fall of 1974. 7,001 students from other states, primarily from the Southeast region, participated in degree-credit programs.

These students comprised 9.4% of the total system enrollment. This was a proportional decline in this student group compared to the previous year, when 6,870 out-of-state students constituted 9.8% of the total enrollment.

Three separate statements of Board policy that affect student enrollment in various regards were set forth during the 1974-75 fiscal year.

At the August 16, 1974, meeting, the Board adopted a general admissions policy. This policy addresses the need for uniform guidelines in this area within the System. It requires the individual institutions to develop specific policies and procedures of admissions within the broad criteria outlined in the statement. The effects of this policy include a standard of essential requirements by which students may gain admission to the System institutions.

Complementing the above policy, at its February 21, 1975, meeting, the Board adopted an amended policy on uniform regulations classifying students in-state and out-of-state for the purpose of paying college and university fees and tuition and for admission purposes. The intent of this policy is to present a standard for classifying student residency as it may apply to enrollment status. With the adoption of these regulations by the University of Tennessee Board of Trustees for the University of Tennessee, these regulations became effective for all of the state-supported institutions of higher education in Tennessee.

The third Board policy to be adopted during the 1974-75 fiscal year which has an impact on student enrollment sets forth provisions for institutional articulation with proprietary colleges. The statement endorses institutional consideration for the acceptance of course credits earned by students from proprietary colleges who desire to transfer into the System. Impetus for the formulation of this policy arose from the recognition that there are numerous private institutions in the state which are not accredited by the Southern Association of Colleges and Schools, and which have students that seek admission to institutions within the purview of the Board. The thrust of the statement addresses the prerogative of the receiving institution to determine if earned course credits shall be accepted.

DEGREES AWARDED

A total of 10,935 academic degrees were awarded by the institutions of the State University and Community College System of Tennessee during the 1974-75 fiscal year. This total encompasses all graduate, professional, baccalaureate, associate, and certificate degrees. A slight decrease of 3% in degree attainment occurred during this period as compared to the 11,299 degrees awarded in the 1973-74 fiscal year. Of significance, however, is the marked increase of degrees awarded by the community colleges. As a group, the certificates and associate degrees awarded by the community colleges increased 11.3% from 1,411 in 1973-74, to 1,571 in 1974-75.

By level, the number of degrees awarded during the 1974-75 fiscal year was as follows: doctorates, 53; Juris Doctors, 147; Specialists in Education, 48; masters, 2,085; bachelors, 6,713; associates, 1,845; and certificates, 44. As is evident, a great majority (61.2%) of all students successfully completing degree programs pursued the Baccalaureate degree. Within this group, 80% attained a Bachelor of Science degree.

Growth continued in the number of Associate degrees earned and awarded during the 1974-75 fiscal year. The total of 1,845 represents a 15.5% increase over 1973-74, and a 32% increase over 1972-73. This continued trend is indicative of student interest and manpower demand for this level of pre-professional and career-oriented training. It further reflects student interest in this program which provides flexibility for pursuit of a further degree. Almost

70% of the Associate degrees earned were in technology-related fields, while over half of the awards in this group were specifically earned toward the health service and para-medical technologies.

Education, business and management, and the social sciences continued to be the areas of study which yielded the greatest number of graduates on all levels. However, a growing participation of students in the technologies, engineering, and interdisciplinary studies is realized.

FACULTY

The academic strength of an institution reflects to a great degree the stature, performance, and activities of its faculty. In many regards, the faculty is the nucleus of the higher education community. Serving in this role by providing quality instruction, performing discipline-related research, and contributing to continuing education and public service efforts, the faculty of the System demonstrates the attributes of a high caliber of earned credentials.

During the 1974-75 fiscal year, the institutions of the System employed 2,518 full-time teaching faculty members. For reporting purposes, this group is defined as those full-time faculty members with not less than 80% of their work load assigned to instruction. Of this total, 2,048 are university faculty members and 470 are at the community colleges.

By rank, the System faculty is comprised of 20% professors, 26% associate professors, 37% assistant professors, and 17% instructors. Broken down into type of institution: at the universities - 24% are professors, 28% associate professors, 34% assistant professors, and 14% instructors; at the community colleges - 3% are professors, 14% associate professors, 50% assistant professors, and 33% instructors.

At the April 18, 1975, the Board approved 194 faculty promotions across the System to be effective for the 1975-76 fiscal year.

Degree attainment of faculty further signifies the level of competence and credentials which reflects the caliber of a given department, division, college, and ultimately the institution. Within the System's faculty, 1,181 or 47% have earned doctorates, 203 or 8.7% have masters degrees plus ninety hours of course work. 229 or 9% have masters degrees plus forty five hours of course work, and 905 or 36% have masters or other qualifying degrees/certificates. By type of institution, this same breakdown shows that: of the university faculty—54% have earned doctorates, 9% masters plus 90, 9% masters plus 45, and 28% masters and other; and of the community college faculty—15% have earned doctorates, 5% masters plus 90, 10% masters plus 45; and 70% masters and other.

Grant-in-aid awards continued to be used by eligible faculty for the purpose of pursuing an advanced degree. As a means to professional growth, a total of thirty institutional personnel within the System requested and received grant-in-aid awards during the 1974-75 fiscal year. Twenty two of these recipients were from four of the universities, eight were from five of the community colleges. These awards were for periods ranging from three to twelve months, and represent a total amount of $68,352 in stipend and tuition reimbursements.

During the course of the 1974-75 fiscal year, the Board adopted four policy statements and initiated one study that relate directly to faculty concerns. The policy actions were taken in response to the felt need for uniform provisions on a system basis in the areas a definition of faculty, extra compensation for extended faculty services, grant-in-aid awards, and faculty promotion guidelines and minimum rank criteria.

At the August 16, 1974, meeting of the Board, a definition of the term "faculty" was adopted. This statement clarifies the broad applications of faculty membership and professional status as they relate to rank, designated responsibilities, and employment provisions. The need for such a definition emerged from inconsistent classification of personnel, and the conflicting ramifications created by such terminology as used under the Board of Education.

An amended policy addressing the maximum payment for extended services of faculty was adopted by the Board at its December 13, 1974, meeting. While this statement places limitations of "faculty overload" and ensuing commensuration, it further provides definitions of full faculty work loads.

The existing grant-in-aid policy of the Board was amended at this same December meeting. The amendment effectively expanded not only the conditions toward which such awards could be applied, it also expanded the group of System personnel eligible for receipt of the awards. The amended statement now addresses provisions under which: faculty and administration personnel may receive leave and compensation for the pursuit of an advanced degree through grant-in-aid; faculty and administrators may audit courses through a scholarship program, and; staff employees may participate in educational programs through a scholarship program.

The Board's December 13, 1974, adoption of policy guidelines for faculty promotion and minimum rank criteria marked the culmination of a lengthy study undertaken by the Board staff and key personnel at each member institution of the System. The charge for this study and the formulation of such guidelines was directed by the Board in May of 1974. The adopted guidelines provide a general framework within which each institution develops specific faculty promotion criteria.

At the April 18, 1975, meeting, the meeting at which the Board took action on the institutions' faculty promotion and tenure recommendations, the Board called for a system-wide study to be conducted

addressing the effects of current trends in faculty promotion and tenure practices. At the close of the 1974-75 fiscal year, this project had advanced from the general planning stage to the actual research and review levels. Such areas being addressed include the relationships of faculty age, duration of employment, and the future faculty requirements of the System. This is a timely study in light of the current economic situation, the tight job market for faculty, and the resulting crunch on faculty mobility. Revisions in the Board's existing tenure and contract policy may result from the findings of this study.

LIBRARIES

Across the System, institutional libraries continued to assume an expanded role and scope during the 1974-75 fiscal year. The current trend in this area thrusts the traditional library into a dual position of providing broad support to academic and student service programs, and serving as a focal point for all learning resources. To accomplish the objectives involved, System libraries have had to make maximum use of their share of the limited fiscal resources available. This has required the collective efforts of library personnel and institutional administrations working in close relationships.

As a whole, the libraries of the System added 191,111 bound volumes and 235,554 units of micro-text to their holdings during the 1974-75 fiscal year. This marks a 9% increase in volumes over the 1973-74 holdings, and brings the total to 2,327,607. The total of micro-text units is now 1,882,115 which represents an increase of 14% over the 1973-74 holdings. The most significant increase within these totals was the 17% increase in bound volumes at the System community colleges.

The physical facilities aspect of institutional libraries involved considerable activity and progress within the 1974-75 fiscal year. Four institutions, two universities and two community colleges, had construction projects directly involving library facilities in various stages of progress at the close of the fiscal year. An addition to the existing library at Motlow State Community College was completed; campus expansion— phase II at Chattanooga State Community College which involves a learning resources center to house holdings was in progress, as was the construction of a new library building at Tennessee State University; and in the planning/ developmental stages of construction was the library expansion— phase I at Memphis State University.

ACADEMIC PROGRAM DEVELOPMENT

New Degrees and Programs

At the beginning of the 1974-75 fiscal year, the Board established an Academic Affairs section of its staff consisting of four professional staff members. This reorganization provided for a concentrated effort on the part of the staff to examine academic proposals more fully, to pursue a greater number of academic projects and studies, to develop much needed academic policies and, in general to be of greater service to the institutions in System.

During the 1974-75 fiscal year, the Board authorized a total of twenty one new academic programs at eight of its member institutions. Twelve of the new programs were at four of the universities, while nine were at four of the community colleges. The breakdown of the authorized programs by degree level was: masters degree, 4; baccalaureate degree, 5; associate degree, 8; and certificate, 4.

New masters degree programs were in Art, Engineering, Systems Analysis, and Individual Studies. Baccalaureate programs were started in Physical Education, Health Education, Music Therapy and in a specialized life experience program. Most associate degree and certificate programs implemented were of the career education type, in areas of allied health and business-related industries. In most cases, new programs emphasized articulation efforts and the career-ladder concept.

As part of the Board of Regents' established relationship with the Tennessee Higher Education Commission, the Commission must authorize Regents' approved programs before they may be implemented by the institution. The staffs of the Board of Regents and Commission worked more closely in evaluating academic programs than ever before.

The number of newly authorized programs marked a 69% decrease from last year's level. Not only were most of the community colleges emerging from their periods of development and initial program formation stages, but the severe economic situation forced limiting the authorization of new programs to those having only the highest institutional priority. Because of the economic situation, new program proposals were evaluated most critically as to the existing employment opportunities for the graduates. Further, in keeping with this trend, existing programs not having optimistic employment conditions and/or producing few graduates, were terminated. Nine academic programs fell within this classification.

There was also a significant number of program consolidations and academic unit modifications within the institutions. In all cases, these changes were made for reasons of economy of operation, and with the purpose of better serving the student population.

Associate Degree Program Policy

At its June 20, 1975, meeting, the Board adopted a policy addressing institutional authority to offer Associate degree programs. The policy as adopted emerged from a Board staff initiated study in this area, and an interim position statement made in this regard by the Board at the December 13, 1974 meeting. In essence, the policy asserts that Associate degree programs, especially those designated as career education/vocational education, should be delivered by the community colleges. Further, in areas where both a community college and a university are located, the community college shall have exclusive rights to offer the Associate degree programs. The

policy does address conditions and provisions under which universities may request approval to offer such programs. Ultimately, the policy represents the intent of the Board to satisfy the needs of the residents of Tennessee, as well as to preserve the role and scope of each institution within the System.

General Education Study

The Board, at its December 13, 1974, meeting directed that a study of possible system-wide general education requirements be conducted. The impetus for such a study arose when the findings of a similarly ordered study by the Board (October 18, 1974) concerning institutional physical education requirements raised issue in broader and more far reaching areas. Initiation of the study involved the Board staff and key academic personnel at all institutions of the System. At the close of the 1974-75 fiscal year, progress had been made toward developing equitable standards and criteria for equivalences in general program curricula at both the community college and university levels. The thrust of this study is toward enhancing effective articulation in transferring course credits earned by students between the institutions of the System.

Academic Common Market

During the 1974-75 academic year, twelve southern states participated in the Academic Common Market. This is an interstate graduate exchange program initiated by the Southern Regional Education Board which, in effect, avails specific academic programs to students from the participating states where such programs are not offered. The waiver of non-resident tuition fees is a part of the exchange provisions.

The states other than Tennessee participating in the Market are: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, South Carolina, Virginia, and West Virginia. The institutions within the State University and Community College System of Tennessee which offered Academic Common Market graduate programs were Middle Tennessee State University and East Tennessee State University. As of March 31, 1975, eleven Tennesseans had taken advantage of the Academic Common Market and left the State to participate in one of its one hundred forty programs. Conversely, twenty eight students from the other Academic Common Market states had entered Tennessee to participate in one of the System's six programs. Tennessee had the second highest number of entering participants, and East Tennessee State University's Environmental Health program was the most popular, enrolling sixteen out-of- state students.

EAST TENNESSEE STATE UNIVERSITY COLLEGE OF MEDICINE

The authorization by the 1974 General Assembly to establish a College of Medicine at East Tennessee State University was a significant development toward strengthening medical education and care in the State. The authorization was preceeded by thorough planning over a period of years and involved federal legislation, making possible a cooperative development with the Veterans Administration. During the 1974-75 fiscal year, East Tennessee State University made substantial progress in recruiting personnel and formulating programs for the college. However, as of June 30, 1975, efforts toward actual commencement of operation were delayed at the crucial point of initiation.

In September 1974, the Dean of the College of Medicine was appointed. Immediately, the Dean began to assemble a staff to organize the new school. Matters of priority attention were the establishment of a timetable for the development of functional operation, recruitment of qualified faculty and professional personnel, the development of curricula, and the submittal of graduate program applications. Work continued toward this end through the third quarter of the fiscal year with the expectation of initial sanction of the total program by the appropriate accrediting body. Despite a positive report from the site team of the Association of American Medical Colleges and the American Medical Association in April, 1975, the Liaison Committee on Medical Education did not issue a letter of reasonable assurance of accreditation required by law for federal funding. This letter was expected to be issued in June, 1975.

Since that date, the staff of the College of Medicine has set forth efforts, under the institution's direction and with the Board's and Governor's support, to address those tangible problem areas which forestalled the preliminary step toward accreditation. Subsequent provisions are in the making, and reapplication to the Liaison Committee is expected within the first part of the 1975-76 fiscal year.

PUBLIC SERVICE AND CONTINUING EDUCATION

Each of the sixteen institutions comprising the State University and Community College System of Tennessee has assumed as a part of its institutional responsibilities a public service and continuing education program. All have on-going programs and have designated qualified staff to fulfill the various public service and continuing education activities. Such programs represent a response to citizens' demands that higher education in Tennessee extend and utilize its expertise beyond the traditional classroom constraints. Activities in the 1974-75 public service and continuing education program in System institutions included the use of traditional credit courses, non-credit courses, institutes and workshops, and those other activities characteristically considered to be the public service and continuing education responsibility of a college or university.

The goal of public service and continuing education in the State University and Community College System institutions is, in response to the needs and desires of the community, to furnish such services to

Tennessee that may include the delivery of traditional credit courses in a setting or at a time not regularly offered through on-campus scheduling; to develop and maintain a program of activities in the area of non-credit services; and, to utilize institutional faculty, facilities and resources in those activities and events which in an extended sense, are the responsibility of higher education.

The objectives of public service and continuing education within the System are to provide such activities and programs, consistent with institutional resources, that will meet the needs and desires of citizens and client groups in the following broad general areas:

Problems and Issues of Society, such as human relations and communications, law enforcement, community development and environment;

Subjects of Personal Interest, such as leisure time activities, cultural enrichment, and civic and economic understanding;

Skills and/or Knowledge for occupational Improvement, such as, business and industry, trades and technologists, and social services;

Subjects related to Intellectual Skills and Development, such as, reading, writing, and critical and creative thinking; and

Subjects related to Personal Life Problems and Demands, such as, family living, child development, health and safety, and consumer understanding skills.

As an example of the extent and the manner in which these objectives are being met by the System institutions, the following is a random inventory of the activities/programs offered during the 1974-75 fiscal year: Automated Drafting and Design, Bee Keeping, Beginner's Chess, Buckley Amendment Seminar, Business,Outlook Seminar, Certified Archery Instructor's Course, Certified Professional Secretary (CPS), Common Market and the USA, Community Chorus, Conference on Tourism Development, CPA Review Course Decision Making: Language Learning, Early Childhood Education Seminar, Early Childhood Workshop, Effective Interviewing Strategies, Elementary Education Conference, Employment Interviewing, Executive Housekeeping, Flight Instructor's Refresher Seminar, Garden Club Symposium, Girl's Basketball Camp, Gregg Methods Conference, Hearing Aid Specialist Workshop, Horseback Riding, How to Build Playgrounds, How to Develop Company Safety Programs, Interviewing! How to Get Results, Introduction to Woodworking, Judicial Seminars for Municipal Judges, Karate, Management by Objectives, Maintenance Management in the Small Plant, Memory, Conversation and Speech Skills, Montessori Approach to Education, OSHA Seminar for Retailers, Wholesalers, Distributors and Service Organizations, Public Relations in Changing Times, Quilt Making, Silver, Anvils, Nuts and Bolts, Skills in Customer Relations, Social Conversation and Special Skills, Supervisory Training Program, Tax Forum, Tennessee Folklore, The Role of the Department Chairman in Higher Education, Transportation Conference, Women in Insurance, and Workshop in Comprehensive Musicianship.

During the 1974-75 fiscal year, an advisory committee and a study committee on community education were conceptualized and created to further the effectiveness and progress of public service and continuing education programs within the System. Both bodies were inspired internally by public service and continuing education personnel. Likewise, both bodies represent collective efforts toward common goals.

The Public Service and Continuing Education Advisory Committee consists of a representative from each institution of the System. Its purpose is to provide a communication vehicle between the Board staff and institution staff, and among the institutional staffs. Objectives established by the Committee include: service in an advisory capacity to the System's Director of Public Service and Continuing Education in his coordinating and consultive roles, task force operations to meet identified problem areas, and sharing expertise and appropriate data with the institutional representatives who desire a consultive reaction from the total group. Plans are to continue this Advisory Committee during the coming year based on the favorable experience of this first year.

A statewide committee composed of representatives from each of the ten Tennessee community colleges was formed during the 1974-75 fiscal year to study the feasibility of establishing a network of community education centers across the State using as the locations of these centers the campuses of the ten community colleges.

The committee met three times in 1975 and assigned small work groups to perform special study activities which were selected from topics of interest to the total group. Resource persons attended the various work sessions and assisted in the collection of materials which were distributed to the community colleges. One such resource utilized in this manner was from the National Community Education Center, Washington, D. C.

The Tennessee Community Education Center has also been in attendance at all work sessions and, in addition to consultive services, assisted through the supply of materials and funds toward the meeting participants' travel and expenses.

The Director of Public Service and Continuing Education on the staff of the State Board of Regents acted as the formal coordinator for the activity and as consultant to system institutional representatives.

Plans are to continue this committee and the study that is underway. When adequate information is assembled relative to the opportunities for involving community colleges in a statewide network for community education, a recommendation will then be made to the community college Presidents for their consideration.

In addition to the formation of these two committees, the development of two system-wide programs directly related to public service and continuing education took place during the 1974-75 fiscal year. In cooperation with the University of Tennessee at Knoxville and with the assistance of partial funding, System community colleges operated an Intern Training Program. Interns spent one semester of their doctoral residency requirements assigned to the Director of Public Service and Continuing Education at eight of the ten colleges. The interns were students of higher education with emphasis in the community college. Their special interest was in continuing education. As interns, they participated in the direction of the public service and continuing education programs at their assigned colleges.

Fifteen interns completed the program during the 1974-75 fiscal year and are in various stages of thesis work. Two interns have been employed full time at the community colleges in which they served their internship.

The favorable results of the first year's program have resulted in a renewed program for the 1975-76 academic year. It is intended that in the coming year, the interns will become a part of the statewide committee studying the feasibility of developing a network of community education network in Tennessee community colleges. The interns will participate in an advisory capacity and will attend all meetings during the residency semester at the community college.

The Center for Government Training Network is an agreement among ten Tennessee public universities and the Center for Government Training in Nashville to deliver training to local government employees. The ten universities include six from the State University and Community College System and four from the University of Tennessee System.

The network completed its first year of operation in 1975. This first year is considered a success by the cooperating institutions. Program success during this first year has served to demonstrate the value of the network concept for "across the state" training. An added gain to the training aspect of the network concept is a communications and coordination benefit that is derived when institutions cooperate in the delivery of programs across the state.

The primary responsibility for delivering training to local governmental agencies and employees is shared by Network institutions with other educational institutions across the state. Logistics and client needs will not allow that only the ten Network institutions provide all the training. In that event, the program delivery may become the designated responsibility of another institution outside the Network. In that event, the coordinating Network institution serves as a clearing house and is charged only with responsibilities to prevent duplication or conflicts in training schedules with sister Network institution programs.

System community colleges have served in this supportive role during 1975. Program delivery during this first year was performed in a highly commendable manner and served to illustrate that government training needs in Tennessee are greater than can be delivered by the Network institutions alone.

Programs delivered during 1975 can be classified in two categories, the first category being most in evidence during this initial year of operation. This first category includes the previously prepared program and materials that is merely provided to the training institution in a programmatic, ready to deliver package. This type of training is usually designed upon request by a government agency to be delivered to a select group of governmental employees. Program objectives and content are limited to the prepared materials.

The second category of training programs are those which are designed and prepared by Network institutions and which are sufficiently programmed to be transported to other groups or furnished other institutions a pre-packaged format akin to the first category of training materials. Cooperative planning among Network institutions and unique relativeness is the advantages to the second category program.

Listed here for illustration purposes are examples of titles of courses that have been delivered by System institutions during this first year of operation: Supervision in Public Service, Supervision in Public Health, Basic Government Accounting, Models for Management, Assessor Mapping School, Customer Relations, Secretarial Procedures, Workshop for Plumbing Inspectors, School Board Workshop, Forms Design, Management Leadership Workshop, Communications Workshop, Advanced Blueprint Reading, Psychology for Managers, and Workshop for Building Inspectors.

Examples of agencies served by System institutions participating in the Network during the 1974-75 year include the: State Department of Public Health, Tennessee Public Service Commission, State Division of Property Assessments, Tennessee Valley Authority, Tennessee Building Officials Association, various city governments across Tennessee, Tennessee School Board Association, Public Welfare Department, Local Communities Fire and/or Police Services Personnel, State Department of Education, Western State Psychiatric Hospital, and Office of Urban and Federal Affairs.

STUDENT LIFE

The student service programs of the institutions of the System continued during the 1974-75 fiscal year in their determined direction of providing supportive avenues for total student development. Increased enrollments and more diversified student clientele presented a challenge to those dedicated to meeting student needs in the areas of student life that complement the instructional facets of the college experience. The challenge was met by all components of the higher education community - administration,

faculty, and perhaps to the greatest extent ever, students themselves.

This past year witnessed the introduction of federal legislation with far-reaching impact on student life. The amended Educational Right and Privacy Act became law mid way through the fiscal year. This Act, in effect, sets forth requirements as to the access of students' educational records and the necessary communications relative to record maintenance. By the close of the fiscal year, all of the institutions of the System had implemented the necessary administrative changes for full compliance with the Act.

It was also during the 1974-75 fiscal year that the regulations of Title IX of the Education Admendments of 1972 emerged as a source of attention and activity. This Title establishes provisions for nondiscrimination on the basis of sex in educational programs and activities. As the need for policy and procedures of compliance with these regulations become more definite, a Board policy statement will be forthcoming within the 1975-76 fiscal year.

At the February 21, 1975, meeting, the Board adopted a policy directly related to the area of student life. The policy set forth uniform provisions for university dormitories which offer visitation priviledges for their student residents. The policy, as written, represents responsive Board action in an area currently attracting much concern on the various university campuses.

During the 1974-75 fiscal year, $11,564,884 was expended by the System in student services. This sum represents direct expenditures for student activities, cultural events, student newspaper, intramural athletics, and student organizations.

Ten construction projects lending to improved facilities for student life activities were in various stages of progress at eight institutions within the System at the close of the 1974-75 fiscal year. Those directly related to student services were: the completion of a recreation facility at Dyersburg State Community College, an expansion of the University Center at Middle Tennessee State University, and campus improvements and an outdoor physical education facility at Roane State Community College; the construction in progress of the Winfield Dunn Health and Physical Education Center at Austin Peay State University, and an outdoor physical education facility at Walters State Community College; and the planning of a student center at Chattanooga State Technical Community College and a student and learning resources center at Walters State Community College.

It is in the area of student life that the Board's established practice of delegated authority and institution prerogative in decision-making and policy-setting is epitomized. Those Board policies in this area set forth broad standards with provisions for Board approval of institutional policy recommendations. It is with this relationship that the most meaningful policies on the institutional level may be implemented to meet situations and needs unique to a particular campus. The desired result of this practice is a wide variety of student activities and administrated services among the sixteen campuses.

The areas of counseling, financial aid, and student activities/organizations received the greatest amounts of attention during the 1974-75 fiscal year. The general emphases evident in these areas were that of increased student participation and effective communication of purpose, direction, and need.

Counseling, in many respects, has emerged as the most vital element of all the student services in operation today. Its expanded definition and usage has thrust counseling into the mixed throes of professional guidance and peer endeavors. It is now seen in multiple supporting roles in career planning, personnel development, financial assistance, individualized instruction, and many other areas.

Student financial aid received an unprecedented amount of demands during the 1974-75 fiscal year. The institutions of the System reported an aggregate total number of awards in excess of 19,000. This number represents scholarships, loans, fellowships, grants. The sources of these awards include federal, state, institutional, and private agencies. The total amount of money administered through the System financial aid offices approached $12,000,000. System expenditures for scholarships and fellowships totaled $5,230,747.

The student organizations and the student activities administered by student affairs offices during the past fiscal year assumed a stature of responsiveness across the System. While their number and diversity was never greater, the nature of student organizations and services reflected the collective and special interests of their participants as members of the higher education community—a definite departure from the factional bent of such activities experienced in the past decade. A heightened degree of inter-institutional student organization cooperativeness was demonstrated when student representatives from each of the sixteen institutions of the System met in May, 1975, for the purpose of selecting campus nominees for the position of Student Regent. This action was in response to an act of the 1975 General Assembly which provided for the placement of a System student on the Board. This year's group of student leaders set a commendable precedent of procedure and detail in the nomination process to be followed in the coming years.

PHYSICAL FACILITIES

An unprecedented amount of emphasis was lent to the area of institutional physical facilities as a system during the 1974-75 fiscal year. The nature of concern also differed somewhat from past years. Concentrated efforts on the Board and institutional levels were directed toward coordinating and programming the maximum utilization of existing facilities and the

acquisition of limited capital resources for construction projects. Approaches toward achieving this objective include the initiation of uniform priority criteria for all capital requests, the establishment of a Board position with primary responsibility for campus planning and facilities development, and reinforced emphasis in effective campus management through a master plan.

The 1974-75 fiscal year was a period in which the System pursued and enjoyed an excellent working relationship with the Legislature, the State Architect, the State Building Commission and the Higher Education Commission in communicating the specific physical needs of the member institutions. To this end, the Board established uniform, priority criteria for requesting capital outlay which presented relative need within an accountable framework. Briefly stated, the ranking order followed by the institutions of the System was: Priority I—requests for funds which involve necessary supplements to projects already in progress which require additional funds to complete the intended scope of the project; Priority II—those projects of an emergency or urgent nature which involve health, safety, or continuity of operation of the campus; Priority III— these projects which had previously been approved for preplanning by the Board, the Higher Education Commission, and the State Building Commission; Priority IV—those projects of campus improvement, additional preplanning, and non-preplanning necessary to support present programs and needs of the campus; Priority V—other necessary improvement and non-preplanning projects.

The creation of the position of Vice Chancellor for Campus Planning and Facilities Development of the Board staff represents a further step taken toward effective management of campus facilities on a system basis. It will be the responsibility of this position to direct individual institutions in addressing immediate and long-range needs within a framework of total program planning. This position will also be instrumental in assimilating a balance of institutional faciltiy development with comprehensive master plans for the System.

The foundations of effective project development are evident from a review of construction status within the System as of June 30, 1975.

Projects Completed

Across the System, twenty seven construction projects with a cumulative budget of $15,051,000 were completed in the 1974-75 fiscal year. Completion of these projects represents physical improvement on fifteen campuses during this period.

The projects completed at all six of the state universities and at nine of the community colleges were in large part, projects affecting existing facilities, i.e., expansion, renovation and repair. Those new facilities which were completed include: the Learning Resources Building at Middle Tennessee State University; a physical plant operations building at East Tennessee State University; a maintenance complex—stages I and II at Tennessee Technological University; technology buildings at Cleveland State Community College and Walters State Community College—Phase I; a classroom building at Volunteer State Community College; and the Midtown Campus—Phase I of Shelby State Community College.

The completion of Shelby State's Midtown Campus—Phase I is of great significance. Occupancy of this building marks the establishment of a physical focal point for this urban institution. Since its founding in 1972, Shelby State has operated from numerous locations throughout the Memphis Metropolitan area. In June, 1973, the federal court ordered that all further diversification cease until such time as the central campus was developed. While the delivery of instructional and extended programs through geographically dispersed centers shall be continued as a major emphasis in the institution's educational concept, the development of the Midtown Campus represents an essential center for total direction and effective coordination.

Projects in Progress

Thirty four projects were in various stages of progress within the System at the close of the 1974-75 fiscal year. The total budgets for these projects is $49,692,000. Construction in progress was at five of the university and four of the community college campuses.

Among the projects involving new facilities under construction at the end of the year were the Winfield Dunn Health and Physical Education Center at Austin Peay State University, a student center and a physical education complex at East Tennessee State University, the Business Administration Building and the library at Tennessee State University, a health and physical education building at Tennessee Technological University, and the Midtown Campus—Phase II at Shelby State Community College.

Projects in Planning/Developmental Stages

On June 30, 1975, fourteen projects within the System with budgets totaling $17,954,000 were in the planning stages. Three universities and six community colleges had funding committed for the development of projects which included new facilities and the improvement of existing facilities.

Included among those new facilities in the planning stages are a student center at Chattanooga State Community College, technology buildings at Roane State and Volunteer State Community Colleges, and a student services and learning resource center at Walters State Community College.

FINANCE

The area of finance and business administration in higher education is ultimately the focal point of scrutiny for accountability of the entire higher education enterprise. Fully aware of this responsi-

bility, the business and finance personnel of the System continued during the 1974-75 fiscal year to refine management practices to the extent that use of the limited fiscal resources available enabled campus operations and activities to function efficiently and effectively. Evidence of the commitment to this end is demonstrated both in the balance of fiscal activities and in Board action.

To satisfy the requirement to account properly for the diversity of resources and their use, the principles and practices of "fund accounting" are employed within the System. Fund accounting is the manner of organizing and managing the accounting by which resources for various purposes are classified for financial accounting and reporting purposes in accordance with activities or objectives as specified by donors, with regulations, restrictions, or limitations imposed by sources outside the institution, or with directions issued by the governing board.

The total current fund revenue for the State University and Community College System of Tennessee increased from $136,219,727 for 1973-74 to $150,067,231 for 1974-75, or 10.1%. The State governmental appropriation decreased from 53.4% of the total revenues for 1973-74, to 52.2% for 1974-75, while student tuition and fees increased from 17.6% for 1973-74, to 18.0% for 1974-75. The decrease in the percentage for the State governmental appropriations was a result of a 5% impoundment of funds which was necessary because of the State's economic circumstances. A detailed breakdown of revenue sources is included among the tables in the appendix of this report.

The total current fund expenditures and mandatory transfers increased from $129,388,039 for 1973-74, to $148,305,991 for 1974-75, or 14.6%. A detailed breakdown of these activities also included among the tables in the appendix.

The total investment in Plant increased from $359,203,232 as of June 30, 1974, to $394,840,672 as of June 30, 1975, or $35,637,440 while the indebtedness increased from $74,636,620 to $77,267,200 or $2,630,580.

For fiscal year 1974-75, the revenue categories and expenditure descriptions are reported in accordance with the new reporting standards as outlined in a practitioners' manual entitled *College and University Business Administration*. These standards were developed by the National Association of College and University Business Officers in close communications and consultation with the American Institute of Certified Public Accountants and the National Center of Higher Education Management System.

The manual outlines reporting practices for such issues as investments, depreciations, debt service on educational plant, and provisions for encumbrances. In addition, the financial reporting formats include new classifications for revenue and expenditure items. For example, the new functional classification academic support includes such areas as the Dean's office, computer support, and library. In the past, these areas were reported in three separate functional classifications.

Consistant with the Board's philosophy of respect for delegated authority and institutional prerogative to manage internal affairs, a great majority of the Board policies in the area of finance and business operations set forth standards and guidelines within which an institution may establish procedures to meet unique needs and/or situations. However, during the 1974-75 fiscal year, it was viewed necessary for the Board to assert a more firm stance in a particular area of institutional business operations.

At the June 20, 1975, meeting, the Board adopted a policy on the payment of student fees and enrollment of students. This statement, in effect, places restrictions on institutional practices of student registration as they apply to acceptable forms of financial commitment. The purpose of the policy is the elimination of student accounts receivable on a systemwide basis. Added impetus for such Board action emerged from State audit requirements.

APPENDICES

ACCREDITATION

Accreditation is an integral facet of an institution's educational enterprise. Recognition of an institution or an institutional program by an accrediting association signifies a status of accomplishment on the part of faculty, administrators, and students alike, as well as a form of institutional accountability. An up-to-date listing of institutional accreditation membership as of the end of the 1974-75 fiscal year is as follows:

Austin Peay State University

Southern Association of Colleges and Schools
National Association of Schools and Music

East Tennessee State University

Southern Association of Colleges and Schools
American Medical Association
American Speech and Hearing Association
American Chemical Society
American Dental Association
National Council for Accreditation of Teacher Education
National League for Nursing

Memphis State University

Southern Association of Colleges and Schools
American Psychological Association
American Speech and Hearing Association
Council on Social Work Education
American Association of Collegiate Schools of Business
American Chemical Society
American Bar Association
American Council of Education for Journalism: Journalism
Engineers' Council for Professional Development: Engineering and Engineering Technology
National Association of Schools of Music
National Council for Accreditation of Teacher Education
National League for Nursing

Middle Tennessee State University

Southern Association of Colleges and Schools
National Association of Schools of Music
National Council for Accreditation of Teacher Education
National League for Nursing
American Chemical Society

Tennessee State University

Southern Association of Colleges and Schools
Council on Social Work Education
American Dental Association: Dentistry and Dental Hygiene
Engineers' Council for Professional Development: Engineering and Engineering Technology
National Association of Schools of Music
National Council for Accreditation of Teacher Education
National League for Nursing
American Home Economics Association

Tennessee Technological University

Southern Association of Colleges and Schools
American Chemical Society: Chemistry
Engineers' Council for Professional Development: Engineering and Engineering Technology
National Association of Schools of Music
National Council for Accreditation of Teacher Education

Chattanooga State Technical Community College

Southern Association of Colleges and Schools
Engineers Council for Professional Development

Cleveland State Community College

Southern Association of Colleges and Schools
National League for Nursing: Correspondent Status
American Bar Association; provisional accreditation, legal assistant program

Columbia State Community College

Southern Association of Colleges and Schools
National League of Nursing
American Medical Association: Radiologic Technology - Recognized Candidate
American Veterinary Medical Association: Animal Hospital Technology - Correspondent Status
Medical Laboratory Technology: Correspondent Status

Dyersburg State Community College

Southern Association of Colleges and Schools

Jackson State Community College

Southern Association of Colleges and Schools
American Medical Association: Medical Laboratory Technology - Respiratory Therapy - Radiologic Technology

Motlow State Community College

Southern Association of Colleges and Schools
National League of Nursing

Roane State Community College

Southern Association of Colleges and Schools

Shelby State Community College

Southern Association of Colleges and Schools

Volunteer State Community College

Southern Association of Colleges and Schools

Walters State Community College

Southern Association of Colleges and Schools

ENROLLMENT

A COMPARISON OF FALL 1973 and 1974
CREDIT HEADCOUNT AND FULL-TIME EQUIVALENT AND NON-CREDIT HEADCOUNT
ENROLLMENTS BY INSTITUTION WITH PERCENT CHANGE

Institution	Fall 1973 Headcount	Fall 1974 Headcount	Percent Change	Fall 1973 FTE	Fall 1974 FTE	Percent Change	Fall 1973 Non-Degree Credit HC	Fall 1974 Non-Degree Credit HC	Percent Change
Austin Peay State University	4,111	3,918	(4.7)	3,327	3,299	(0.8)	269	314	16.7
East Tennessee State University	9,291	9,050	(2.6)	7,946	7,717	(2.9)	813	1,079	32.7
Memphis State University	20,544	21,345	3.9	15,345	16,095	4.9	824	521	(36.8)
Middle Tennessee State University	9,660	10,119	4.8	8,631	8,938	3.6	46	849	1,745.6
Tennessee State University	4,443	4,709	6.0	4,033	4,347	7.8	862	425	(50.7)
Tennessee Technological University	6,874	6,896	0.3	6,081	6,027	(0.9)	427	304	(28.8)
Sub Total	54,923	56,037	2.0	45,363	46,423	2.3	3,241	3,492	7.7
Chattanooga State Technical Community College	1,373	2,245	63.5	788	1,373	74.2	130	354	172.3
Cleveland State Community College	2,434	2,576	5.8	1,659	1,693	2.1	98	324	230.6
Columbia State Community College	1,278	1,366	6.9	903	970	7.4	338	593	75.4
Dyersburg State Community College	899	1,046	16.4	610	645	5.0	92	42	(54.4)
Jackson State Community College	1,712	1,834	7.1	1,083	1,125	4.0	224	762	240.2
Motlow State Community College	1,017	980	(3.6)	737	709	(3.9)	435	714	64.1
Roane State Community College	923	1,476	59.9	729	997	36.8	33	219	563.6
Shelby State Community College	2,199	3,287	49.5	1,552	2,300	48.2	---	245	100.0
Volunteer State Community College	1,342	1,667	24.2	1,066	1,190	11.5	256	211	(17.6)
Walters State Community College	1,710	1,927	12.7	1,126	1,249	10.9	430	104	(75.8)
Sub Total	14,887	18,404	23.6	10,253	12,251	19.5	2,036	3,567	75.2
Total	69,810	74,441	6.6	55,616	58,674	5.5	5,277	7,059	35.0

Fall 1973 Source - Annual Report, 1973-74
Fall 1974 Source - Student Information Systems

DEGREE - CREDIT STUDENTS
BY HEADCOUNT - BY LEVEL
FALL 1974

Institution	Freshmen	Sophomore	Junior	Senior	Masters & Spec. in Education	Doctoral	Professional	Special*	Total
Austin Peay State University	1,291	897	655	477	522	-0-	-0-	76	3,918
East Tennessee State University	2,831	1,779	1,447	1,534	658	18	-0-	783	9,050
Memphis State University	4,852	3,700	2,886	3,671	2,922	459	564	2,291	21,345
Middle Tennessee State University	3,057	1,715	1,631	1,999	911	37	-0-	769	10,119
Tennessee State University	2,054	705	558	574	382	-0-	-0-	436	4,709
Tennessee Technological University	2,287	1,210	1,040	1,244	747	11	-0-	357	6,896
Sub Total	16,372	10,006	8,217	9,499	6,142	525	564	4,712	56,037
Chattanooga State Technical Community College	1,528	240	-0-	-0-	-0-	-0-	-0-	477	2,245
Cleveland State Community College	1,211	676	-0-	-0-	-0-	-0-	-0-	689	2,576
Columbia State Community College	726	368	-0-	-0-	-0-	-0-	-0-	272	1,366
Dyersburg State Community College	686	224	-0-	-0-	-0-	-0-	-0-	136	1,046
Jackson State Community College	620	422	-0-	-0-	-0-	-0-	-0-	792	1,834
Motlow State Community College	617	313	-0-	-0-	-0-	-0-	-0-	50	980
Roane State Community College	1,013	318	-0-	-0-	-0-	-0-	-0-	145	1,476
Shelby State Community College	2,487	297	-0-	-0-	-0-	-0-	-0-	503	3,287
Volunteer State Community College	1,393	252	-0-	-0-	-0-	-0-	-0-	22	1,667
Walters State Community College	920	625	-0-	-0-	-0-	-0-	-0-	382	1,927
Sub Total	11,201	3,735	-0-	-0-	-0-	-0-	-0-	3,468	18,404
Total	27,573	13,741	8,217	9,499	6,142	525	564	8,180	74,441

*Includes Graduate and Undergraduate Special
Source : Fall 1974 Student Information System

DEGREE-CREDIT STUDENT HEADCOUNT
BY AGE PARAMETER
FALL 1974

Institution	Age Less Than 24	Percent of Total	Age 24-30	Percent of Total	Age Over 30	Percent of Total	Age Not Given	Percent of Total	Average Age	Total Headcount
Austin Peay State University	2,638	67.3	764	19.5	516	13.2	--	--	23.8	3,918
East Tennessee State University	6,001	66.3	1,937	21.4	1,112	12.3	--	--	23.7	9,050
Memphis State University	12,397	58.1	5,742	26.9	3,206	15.0	--	--	24.9	21,345
Middle Tennessee State University	7,235	71.5	1,796	17.7	1,088	10.8	--	--	23.0	10,119
Tennessee State University	3,438	73.0	781	16.6	471	10.0	19	0.4	22.5	4,709
Tennessee Technological University	5,092	73.9	1,089	15.8	671	9.7	44	.6	22.9	6,896
Sub Total	36,801	65.7	12,109	21.6	7,064	12.6	63	0.1	23.8	56,037
Chattanooga State Technical Community College	1,055	47.0	663	29.5	527	23.5	--	--	27.0	2,245
Cleveland State Community College	1,354	52.5	599	23.3	623	24.2	--	--	25.1	2,576
Columbia State Community College	831	60.8	232	17.0	303	22.2	--	--	27.6	1,366
Dyersburg State Community College	502	48.0	213	20.4	300	28.7	31	2.9	27.2	1,046
Jackson State Community College	957	52.2	435	23.7	442	24.1	--	--	26.9	1,834
Motlow State Community College	594	60.6	153	15.6	233	23.8	--	--	27.5	980
Roane State Community College	814	55.2	285	19.3	377	25.5	--	--	26.8	1,476
Shelby State Community College	1,702	51.8	906	27.6	679	20.6	--	--	25.5	3,287
Volunteer State Community College	949	56.9	296	17.8	422	25.3	--	--	26.4	1,667
Walters State Community College	1,053	54.6	452	23.5	419	21.7	3	0.2	25.4	1,927
Sub Total	9,811	53.3	4,234	23.0	4,325	23.5	34	0.2	26.4	18,404
Total	46,612	62.6	16,343	22.0	11,389	15.3	97	0.1	24.4	74,441

Source: Fall 1974 Student Information System

DEGREE - CREDIT HEADCOUNT BY COUNTY
FOR ALL INSTITUTIONS
Fall 1974

County	Number of Students	Percent of Total
Shelby	21,368	28.7
Davidson	6,084	8.2
Hamilton	3,596	4.8
Sullivan	2,848	3.8
Washington	1,945	2.6
Rutherford	1,919	2.6
Montgomery	1,791	2.4
Sumner	1,440	1.9
Madison	1,317	1.8
Bradley	1,282	1.7
Putnam	1,152	1.6
Knox	1,140	1.5
Maury	1,128	1.5
Coffee	1,083	1.5
Hamblen	965	1.3
Roane	947	1.3
Carter	774	1.0
Anderson	763	1.0
Greene	641	.9
Dyer	589	.8
McMinn	573	.8
Franklin	542	.7
Gibson	528	.7
Wilson	499	.7
Bedford	452	.6
Williamson	452	.6
Other Counties	11,622	15.6
Out-of-State	7,001	9.4
TOTAL	74,441	100.0

Source: Fall 1974 Student Information System

GRADUATES

DEGREES AND CERTIFICATES AWARDED - 1974-75 FISCAL YEAR

AUSTIN PEAY STATE UNIVERSITY

Associate of Arts	39
Bachelor of Arts	20
Bachelor of Science in Education	85
Bachelor of Science	392
Master of Arts in Education	107
Master of Arts	19
Master of Music in Education	5
Master of Science	7
Specialist in Education	1
Certificate	2
Total	677

EAST TENNESSEE STATE UNIVERSITY

Associate of Science in Dental Hygiene	33
Associate of Science in Nursing	53
Associate in Science	6
Bachelor of Science	1029
Bachelor of Arts	6
Bachelor of Fine Arts	10
Bachelor of Science in Environmental Health	75
Bachelor of Science in Medical Technology	5
Bachelor of Science in Music Education	23
Bachelor of Science in Nursing	54
Bachelor of Social Work	82
Master of Arts in Teaching	17
Master of Arts	213
Master of Business Administration	18
Master of City Management	4
Master of Fine Arts	5
Master of Science in Environmental Health	29
Master of Science	22
Specialist in Education	1
Doctor of Education	7
Total	1692

MEMPHIS STATE UNIVERSITY

Associate of Arts	89
Bachelor of Arts	461
Bachelor of Business Administration	473
Bachelor of Fine Arts	50
Bachelor of Music Education	7
Bachelor of Music	18
Bachelor of Science in Civil Engineering	15
Bachelor of Science in Chemistry	4
Bachelor of Science in Education	513
Bachelor of Science in Electrical Engineering	28
Bachelor of Science in Engineering Technology	83
Bachelor of Science in Geology	13
Bachelor of Science in Mechanical Engineering	15
Bachelor of Science in Medical Record Library Science	5
Bachelor of Science in Medical Technology	4
Bachelor of Science in Technology	6
Bachelor of Science	176
Master of Arts in Teaching	14
Master of Arts	112
Master of Business Administration	39
Master of Education	442
Master of Fine Arts	1

Master of Music Education	5
Master of Music	10
Master of Public Administration	8
Master of Science in Teaching	6
Master of Science	94
Specialist in Education	2
Doctor of Education	17
Doctor of Jurisprudence	147
Doctor of Philosophy	15
Total	2872

MIDDLE TENNESSEE STATE UNIVERSITY

Associate of Arts	45
Bachelor of Arts	59
Bachelor of Business Administration	86
Bachelor of Fine Arts	9
Bachelor of Music	14
Bachelor of Science	1306
Master of Arts in Teaching	27
Master of Arts	118
Master of Business Administration	24
Master of Business Education	2
Master of Education	269
Master of Public Administration	17
Master of Science in Teaching	17
Master of Science	19
Specialist in Education	24
Doctor of Arts	13
Total	2049

TENNESSEE STATE UNIVERSITY

Associate of Arts	41
Associate of Science	10
Bachelor of Arts	17
Bachelor of Science	642
Master of Arts in Education	69
Master of Arts	6
Master of Education	3
Master of Science	90
Total	878

TENNESSEE TECHNOLOGICAL UNIVERSITY

Bachelor of Arts	11
Bachelor of Science in Agriculture	32
Bachelor of Science in Business Administration	166
Bachelor of Science in Civil Engineering	52
Bachelor of Science in Chemical Engineering	14
Bachelor of Science in Education	305
Bachelor of Science in Electrical Engineering	45
Bachelor of Science in Engineering Science	10
Bachelor of Science in Home Economics	31
Bachelor of Science in Industrial Engineering	15
Bachelor of Science in Industrial Technology	39
Bachelor of Science in Mechanical Engineering	40
Bachelor of Science	168
Master of Arts	190
Master of Science	57
Specialist in Education	20
Doctor of Philosophy	1
Total	1196

CHATTANOOGA STATE TECHNICAL COMMUNITY COLLEGE

Associate of Engineering	35
Associate of General Education	6
Associate of Science	67
Certificate	8
Total	116

CLEVELAND STATE COMMUNITY COLLEGE

Associate of Arts	29
Associate of Science	303
Certificate	8
Total	340

COLUMBIA STATE COMMUNITY COLLEGE

Associate of Science	188
Certificate	3
Total	191

DYERSBURG STATE COMMUNITY COLLEGE

Associate of Arts	4
Associate of Science	66
Total	70

JACKSON STATE COMMUNITY COLLEGE

Associate of Arts	10
Associate of Science	172
Total	182

MOTLOW STATE COMMUNITY COLLEGE

Associate of Arts	7
Associate of Science	133
Certificate	1
Total	141

ROANE STATE COMMUNITY COLLEGE

Associate of Arts	4
Associate of Science	81
Total	85

SHELBY STATE COMMUNITY COLLEGE

Associate of Applied Science	45
Associate of Arts	11
Associate of Liberal Arts	1
Associate of Science	30
Certificate	1
Total	88

VOLUNTEER STATE COMMUNITY COLLEGE

Associate of Arts	64
Associate of Science	122
Certificate	17
Total	203

WALTERS STATE COMMUNITY COLLEGE

Associate of Science	151
Certificate	4
Total	155

Source: 1974-75 Academic Inventory

FACULTIES

FULL-TIME FACULTY IN INSTRUCTION
BY RANK - BY DEGREE
1974

Institution	Doctorate	Masters + 90 Hours	Masters + 45 Hours	Masters and other	Total
Austin Peay State University					
Prof.	36	0	0	2	38
Asso.	23	5	9	6	43
Asst.	15	8	6	11	40
Inst.	0	0	2	23	25
Total	74	13	17	42	146
East Tennessee State University					
Prof.	72	5	2	6	85
Asso.	52	15	21	19	107
Asst.	58	21	19	36	134
Inst.	0	0	6	30	36
Total	182	41	48	91	362
Memphis State University					
Prof.	138	1	5	23	167
Asso.	150	3	3	16	172
Asst.	103	21	13	77	214
Inst.	4	10	14	90	118
Total	395	35	35	206	671
Middle Tennessee State University					
Prof.	99	0	3	3	105
Asso.	91	11	18	14	134
Asst.	44	27	21	26	118
Inst.	0	0	3	24	27
Total	234	38	45	67	384
Tennessee State University					
Prof.	19	2	2	3	26
Asso.	17	7	12	9	45
Asst.	30	8	8	35	81
Inst.	1	2	0	51	54
Total	67	19	22	98	206
Tennessee Technological University					
Prof.	58	1	1	5	65
Asso.	50	10	5	14	79
Asst.	51	23	8	35	117
Inst.	1	0	0	17	18
Total	160	34	14	71	279
Chattanooga State Technical Community College					
Prof.	1	1	0	4	6
Asso.	2	0	4	18	24
Asst.	0	0	2	20	22
Inst.	0	0	0	0	0
Total	3	1	6	42	52
Cleveland State Community College					
Prof.	1	0	0	0	1
Asso.	1	3	2	1	7
Asst.	3	6	8	31	48
Inst.	0	0	1	16	17
Total	5	9	11	48	73

Institution	Doctorate	Masters + 90 Hours	Masters + 45 Hours	Masters and other	Total
Columbia State Community College					
Prof.	0	0	0	0	0
Asso.	1	0	2	0	3
Asst.	7	0	6	14	27
Inst.	1	0	1	11	13
Total	9	0	9	25	43
Dyersburg State Community College					
Prof.	0	0	0	0	0
Asso.	0	0	0	0	0
Asst.	2	0	0	15	17
Inst.	0	0	0	7	7
Total	2	0	0	22	24
Jackson State Community College					
Prof.	1	0	0	0	1
Asso.	1	1	0	1	3
Asst.	3	3	1	23	30
Inst.	0	0	0	18	18
Total	5	4	1	42	52
Motlow State Community College					
Prof.	1	0	0	0	1
Asso.	1	0	1	0	2
Asst.	2	0	4	3	9
Inst.	0	0	1	17	18
Total	4	0	6	20	30
Roane State Community College					
Prof.	0	0	0	0	0
Asso.	0	0	0	0	0
Asst.	6	0	4	9	19
Inst.	2	0	0	18	20
Total	8	0	4	27	39
Shelby State Community College					
Prof.	2	0	0	1	3
Asso.	5	1	1	8	15
Asst.	6	1	1	17	25
Inst.	0	0	1	21	22
Total	13	2	3	47	65
Volunteer State Community College					
Prof.	0	0	0	0	0
Asso.	4	0	3	0	7
Asst.	6	5	1	7	19
Inst.	3	2	0	20	25
Total	13	7	4	27	51
Walters State Community College					
Prof.	1	0	0	0	1
Asso.	4	0	0	0	4
Asst.	2	0	3	16	21
Inst.	0	0	1	14	15
Total	7	0	4	30	41

	Doctorate	Masters + 90 Hours	Masters + 45 Hours	Masters and other	Total
Total Universities					
Professor	422	9	13	42	486
Associate Professor	383	51	68	78	580
Assistant Professor	301	108	75	220	704
Instructor	6	12	25	235	278
Total	1,112	180	181	575	2,048
Total Community Colleges					
Professor	7	1	0	5	13
Associate Professor	19	5	13	28	65
Assistant Professor	37	15	30	155	237
Instructor	6	2	5	142	155
Total	69	23	48	330	470
Total System					
Professor	429	10	13	47	499
Associate Professor	402	56	81	106	645
Assistant Professor	338	123	105	375	941
Instructor	12	14	30	377	433
Total	1,181	203	229	905	2,518

Source: 1974-75 Institutional Budgets - filled positions in Instruction

LIBRARIES

Institution	Volumes Held 7-1-74	Volumes Added 1974 - 75	Total Volume 6-30-75
Austin Peay State University	156,000	12,000	168,000
East Tennessee State University	412,531	43,500	456,031
Memphis State University	579,811	55,000	634,811
Middle Tennessee State University	289,978	23,263	313,241
Tennessee State University	222,527	9,750	232,277
Tennessee Technological University	242,413	8,674	251,087
Sub Total	1,903,260	152,187	2,055,447
Chattanooga State Technical Community College	17,142	1,749	18,891
Cleveland State Community College	35,864	4,072	39,936
Columbia State Community College	37,002	1,772	38,774
Dyersburg State Community College	18,000	2,000	20,000
Jackson State Community College	34,760	3,543	38,303
Motlow State Community College	22,332	1,518	23,850
Roane State Community College	9,077	4,723	13,800
Shelby State Community College	22,311	4,944	27,255
Volunteer State Community College	13,129	5,122	18,251
Walters State Community College	23,619	9,481	33,100
Sub Total	233,236	38,924	272,160
Total	2,136,496	191,111	2,327,607

LIBRARIES

Microtext

Institution	Held 7-1-74	Added 1974 - 75	Total 6-30-75
Austin Peay State University	39,176	6,800	45,976
East Tennessee State University	38,433	4,228	42,661
Memphis State University	1,020,951	90,000	1,110,951
Middle Tennessee State University	321,111	43,907	365,018
Tennessee State University	6,658	975	7,633
Tennessee Technological University	203,968	87,406	291,374
Sub Total	1,630,297	233,316	1,863,613
Chattanooga State Technical Community College	1,860	25	1,885
Cleveland State Community College	5,715	404	6,119
Columbia State Community College	1,303	67	1,370
Dyersburg State Community College	1,235	237	1,472
Jackson State Community College	1,021	50	1,071
Motlow State Community College	1,320	268	1,588
Roane State Community College	1,037	230	1,267
Shelby State Community College	725	404	1,129
Volunteer State Community College	1,394	358	1,752
Walters State Community College	654	195	849
Sub Total	16,264	2,238	18,502
Total	1,646,561	235,554	1,882,115

Source: Institutional Budgets 1975-76

CHANGES IN ACADEMIC UNITS
New Degree Programs Approved by the Board
During the 1974-75 Fiscal Year

AUSTIN PEAY STATE UNIVERSITY

Certificate in Advertising Art
BS in Physical Education
BS in Health
AS in Secretarial Science
AA in Advertising Art

MEMPHIS STATE UNIVERSITY

MA in Art
MFA in Art
MAT in Art
MS in Industrial Systems Analysis
MA in Individual Studies
MS in Individual Studies
BLS in the University College
BPS in the University College

MIDDLE TENNESSEE STATE UNIVERSITY

BS in Health Education

TENNESSEE TECHNOLOGICAL UNIVERSITY

BS in Music Therapy
ME in Chemical Engineering
ME in Civil Engineering
ME in Electronic Engineering
ME in Engineering Science
ME in Industrial Engineering
ME in Mechanical Engineering
M.ChE in Chemical Engineering
MCE in Civil Engineering
MEE in Electronical Engineering
MES in Engineering Science
MIE in Industrial Engineering
MME in Mechanical Engineering

CHATTANOOGA STATE TECHNICAL COMMUNITY COLLEGE

AS in Nursing
Certificate in Traffic and Transportation
AS in Traffic and Transportation
AS in Allied Health

ROANE STATE COMMUNITY COLLEGE

AA in Operating Engineering Technology

SHELBY STATE COMMUNITY COLLEGE

Certificate in Emergency Medical Technology
AAS in Emergency Medical Technology

WALTERS STATE COMMUNITY COLLEGE

Certificate in Fire Science Technology
AS in Nursing

Modifications in Academic Units

Fiscal Year 1974 - 75

AUSTIN PEAY STATE UNIVERSITY

Terminated MAEd. in Science Education
Terminated MAEd. in Social Science Education

EAST TENNESSEE STATE UNIVERSITY

Development of Traffic Safety Center

MEMPHIS STATE UNIVERSITY

Established Department of Communications

MIDDLE TENNESSEE STATE UNIVERSITY

Baccalauerate degrees in French, German, Spanish consolidated into Baccalauerate in Foreign Language

Consolidated Baccalaureate degrees in Industrial Arts and Industrial Arts Education into Baccalaureate in Industrial Arts

Elementary Physical Education and Secondary Education offered as areas of emphasis within the Baccalaureate in Physical Education

Department of Industrial Arts and Technology renamed Department of Industrial Studies

Department of Modern Foreign Languages renamed Department of Foreign Languages

Department of Accounting and Data Processing renamed Department of Accounting and Information Services

Department of Business Administration renamed Department of Management and Marketing

School of Business and Economics renamed School of Business

Terminated one-year Certificate in Administration
Terminated one-year Certificate in Stenography

TENNESSEE STATE UNIVERSITY

Department of Speech and Drama renamed Department of Communications

Established Department of Social Welfare

Established cooperative program for graduate work in Social Work between Tennessee State University and University of Tennessee, Knoxville

TENNESSEE TECHNOLOGICAL UNIVERSITY

Criminal Justice and Social Welfare created as areas of emphasis within Baccalaureate in Sociology

Consolidated individual Baccalaureate degrees in Secondary Education teaching fields into single Baccalaureate degree in Secondary Education

CHATTANOOGA STATE TECHNICAL COMMUNITY COLLEGE

Certificate and Associate of Science majors in Pre-School Child Development renamed Early Childhood Education

Addition of Hospital Management option to Associate degree program in Management

Addition of Secretarial Insurance option to Associate degree program in Secretarial Science Technology

Consolidated Associate degree programs in Chemical Technology and Air Pollution Technology into Associate degree in Environmental Science Technology with options in Chemical and Environmental Technology

Termination of Associate degree in Occupational Safety and Health Technology

Consolidated two Associate of Engineering degree programs in Civil Engineering Technology, (highway option), and Civil Engineering Technology (structural option), into a single Associate of Engineering degree with a major in Civil Engineering Technology with a new option in Construction.

CLEVELAND STATE COMMUNITY COLLEGE

Area Vocational School located on Cleveland State campus

Terminated Associate of Science Business Education program

Consolidated four Office Career programs into one Associate of Science in Office Careers

Consolidated four Management programs into one Associate of Science in Industrial Technology

Terminated Certificate in Social Services Assistant

COLUMBIA STATE COMMUNITY COLLEGE

Established South Central Tennessee Local Government Computer Cooperative

Plan approved to locate Area Vocational School on land adjacent to the College

Terminated Associate degree in Mental Health Technology

MOTLOW STATE COMMUNITY COLLEGE

Agreement with TVA providing for archaeological investigation and excavation in the Hartsville power plant area

Associate of Science degrees in Accounting, Business, Industry, Management, and Marketing consolidated into Associate of Science degree in Business with four options

JACKSON STATE COMMUNITY COLLEGE

Terminated Associate degree in Mental Health Technology

JOINT AND COOPERATIVE PROGRAMS

The institutions of the State University and Community College System of Tennessee, by approval of the State Board of Regents and in conjunction with the Tennessee Higher Education Commission, have developed a number of joint and/or cooperative centers of instruction throughout the state. Each institution in a cooperative program offers college instruction in an area which is uniquely suited to its undergraduate and graduate instructional programs, thus making these areas of higher education more accessible to a larger percentage of the population who might otherwise lack the time, travel expense, or the personal resources to attend a university campus on a full-time basis. In some instances, program development involved mutual participation with the University of Tennessee System. Listed below are the joint and/or cooperative centers which participate in this program. This is a complete up-to-date listing, including those centers and programs established prior to the 1974-75 fiscal year.

Columbia State Community College Center: The Columbia State Community College Center is a cooperative center among Columbia State Community College, Middle Tennessee State University, Tennessee State University, the University of Tennessee at Nashville, and the University of Tennessee at Knoxville.

Dyersburg State Community College: This center is cooperatively operated by Dyersburg State Community College, Memphis State University, and the University of Tennessee at Martin. The participating institutions offer courses and programs of instruction at the center which are indigenous to the individual programs of the institutions, but provide the programs in commuting distance for part-time students.

Jackson State Community College: Jackson State Community College Center has the largest number of institutions participating in a cooperative instructional center. These are as follows: Memphis State University, Jackson State Community College, the University of Tennessee at Martin, the University of Tennessee at Knoxville, Union University, Lambuth College, and Lane College.

Volunteer State Community College: Five institutions cooperate in offering instructional programs at the Volunteer State Community College Center. These institutions are as follows: Volunteer State Community College, Tennessee State University, Middle Tennessee State University, Tennessee Technological University, and the University of Tennessee at Nashville.

Eagle University: This is a cooperative arrangement among: Austin Peay State University, University of Tennessee at Nashville, Tennessee State University, Middle Tennessee State University, Murray State University (Kentucky), Western Kentucky University, Hopkinsville (Kentucky) Community College, Embry-Riddle University (Florida), Nashville State Technical Institute, and the Fort Campbell dependent school system. Eagle University is a non-military, on-post (Fort Campbell, Kentucky) complex offering high school diplomas, associate degrees, baccalaureate degrees, master's degrees, the Doctor of Arts Degree, vocational coursework, hobby courses and remedial coursework.

In addition to the instructional centers mentioned above, a number of joint instructional programs have been developed by institutions in the state. Several considerations were taken into account in establishing these joint programs; i.e., student enrollment, economics, flexibility of programming, desegregation efforts, educational philosophy. The following is a list of joint programs between the institutions cited.

Master of Business Education: This is a joint program with a major in business education offered by Middle Tennessee State University and Tennessee State University.

Master of Public Administration: This is a joint program between Middle Tennessee State University and the University of Tennessee, Knoxville, at the University of Tennessee, Nashville.

Associate of Arts in Nursing: This degree leads to the Registered Nurse status and is jointly operated between Middle Tennessee State University and Motlow State Community College.

Bachelor of Science in General Engineering: This is a joint program between Tennessee State University and the University of Tennessee at Nashville.

Bachelor of Science in Dental Hygiene: This is a joint program between Tennessee State University and Meharry Medical College.

Associate of Arts in Nursing: This is a joint program operated by Volunteer State Community College and the University of Tennessee at Nashville. The degree leads to the Registered Nurse status.

Associate of Science in Dental Hygiene: This is a joint program between Tennessee State University and Meharry Medical College.

Specialist in Education (ED.S): This is a joint program between Middle Tennessee State University, Tennessee State University, and Austin Peay State University.

Associate of Science in Criminal Justice: Chattanooga State Technical Community College, Cleveland State Community College, and University of Tennessee at Chattanooga participate in this program, which forms the Southeastern Tennessee Consortium in Criminal Justice.

Doctor of Education in Administration: Under this program the individual would receive the Ed.D. from George Peabody College, but could take 16 semester hours of work plus research tools beyond the Master's Degree at Middle Tennessee State University.

Associate of Science and Bachelor of Science degrees in Health Care Administration and Planning: This is a joint program between Tennessee State University and Meharry Medical College.

Doctor of Arts Degrees in History, English, and Physical Education: Under this program the individual would receive the D.A. from Middle Tennessee State University but could take 16 semester hours of work beyond the Master's degree at Tennessee State University.

PHYSICAL FACILITIES

NET ASSIGNABLE SQUARE FEET OF SPACE BY INSTITUTION BY ROOM TYPE FACILITIES INVENTORY, 1974

	APSU	ETSU	MSU	MTSU	TSU	TTU	TOTAL
Classrooms	29,434	178,776	215,233	103,155	56,214	134,195	717,007
Class Labs	59,844	129,427	267,828	131,051	120,442	176,611	885,203
Individual Labs	2,827	4,118	8,847	2,993	6,315	3,188	28,288
Instr. Offices	24,909	85,097	200,068	93,502	54,850	104,200	562,626
Admin. Offices	13,223	50,950	74,938	43,338	21,718	30,204	234,371
Library	31,256	103,418	174,459	85,446	40,721	64,021	499,321
P. E.	40,216	49,658	171,308	170,262	59,566	26,121	517,131
Physical Plant	6,319	13,581	65,943	65,866	22,970	42,998	217,677
Other	570,365	1,047,589	2,085,782	1,440,917	805,573	1,276,206	7,226,432
Total	778,393	1,662,614	3,264,406	2,136,530	1,188,369	1,857,744	10,888,056

	CSTCC	CISCC	CoSCC	DSCC	JSCC	MSCC	RSCC	VSCC	WSCC	TOTAL
Classrooms	14,962	22,932	24,363	24,776	22,016	9,020	14,353	11,515	9,558	153,496
Class Labs	18,158	15,348	23,695	14,157	15,924	23,089	14,700	20,503	19,437	165,011
Individual Labs	960	1,429	476	152	2,106	499	532		2,686	8,840
Instr. Offices	6,910	10,597	9,528	6,545	12,305	6,719	6,862	7,301	8,748	75,515
Admin. Offices	6,492	8,691	8,435	8,115	8,221	7,357	8,306	8,859	8,504	72,980
Library	5,304	15,589	24,541	8,230	23,811	6,307	8,384	9,350	7,350	108,866
P. E.		24,276	18,750	19,565	17,082	15,394	20,565	19,763	22,179	157,574
Physical Plant	1,498		4,325	6,229	6,197	1,414	4,173	7,836	8,609	40,281
Other	51,226	80,995	86,874	48,353	68,603	46,362	58,072	55,506	50,759	546,750
Total	105,510	179,857	200,987	136,122	176,265	116,161	135,947	140,633	137,830	1,329,312

SOURCE: 1974-75 Physical Facilities Inventory

CONSTRUCTION COMPLETED
AS OF JUNE 30, 1975

Austin Peay State University		
Repair of Cross House Residence	35,000	
Paved Parking Spaces	165,000	
		200,000
East Tennessee State University		
Physical Plant Operations Building	650,000	
Improvements of Central Chiller Water System	1,352,000	
Multi-Car Drive Education Range	90,000	
		2,092,000
Memphis State University		
Business Administration Building Third Floor	280,000	
Expansion of Data Control	240,000	
		520,000
Middle Tennessee State University		
Dormitory Air Conditioning	724,000	
Learning Resources Center	1,700,000	
Expansion of University Center	938,000	
Renovation of Old Science Building	932,000	
		4,294,000
Tennessee State University		
Landscaping	110,000	
		110,000
Tennessee Technological University		
Maintenance Complex - Stage I	375,000	
Maintenance Complex - Stage II	375,000	
Emergency Fuel Storage	40,000	
		790,000
Chattanooga State Technical Community College		
Campus Expansion - Phase I	1,134,000	
		1,134,000
Cleveland State Community College		
Technology Building	1,150,000	
Campus Improvement	150,000	1,300,000
Dyersburg State Community College		
Recreation Facility	135,000	
		135,000
Jackson State Community College		
Addition to Maintenance Building	189,000	
		189,000

Motlow State Community College		
Addition to Library	374,000	
Addition to Parking	33,000	
		407,000
Roane State Community College		
Campus Improvement and Outdoor Physical Education Facility	125,000	
		125,000
Shelby State Community College		
Midtown Campus	2,000,000	
		2,000,000
Volunteer State Community College		
Classroom Building	820,000	
Maintenance Building	95,000	
		915,000
Walters State Community College		
Technology Building - Phase I	840,000	
		840,000
TOTAL		15,051,000

CONSTRUCTION IN PROGRESS
AS OF JUNE 30, 1975

Austin Peay State University		
Winfield Dunn Health and Physical Education Center	5,300,000	
Renovation of Clement Hall	258,000	
Underground Electrical System	106,000	
		5,664,000
East Tennessee State University		
Student Center	7,127,000	
Physical Education Complex	7,413,000	
Renovation of Gilbreath Hall	1,170,000	
Central Control Monitoring System	500,000	
Improvement of Campus Utilities	267,000	
Heating Plant and Pollution Control	1,002,000	
		17,479,000
Memphis State University		
Renovation of Administration Building	2,413,000	
Addition to Law Building	1,520,000	
Utilities Expansion - Phase III	516,000	
Learning Resources Center	250,000	
Modification of Johnson Hall	153,000	
Paving and Landscaping of South Campus	300,000	
Addition to Chucalissa Museum	183,000	
Renovation of Chemistry and Life Science Building	460,000	
		5,795,000
Tennessee State University		
Renovation of Underground Utilities	364,000	
President's Residence	100,000	
Business Administration Building	1,666,000	
Library	2,470,000	
Renovation of Administration Building	200,000	
Central Chilling Plant	847,000	
Renovation of Stadium	174,000	
Heating Plant Pollution Control	975,000	
		6,796,000
Tennessee Technological University		
Greenhouse	50,000	
Health and Physical Education Building	5,500,000	
Farm Buildings	48,000	
		5,598,000
Chattanooga State Technical Community College		
Campus Expansion - Phase II (Learning Resources Center)	1,600,000	
		1,600,000
Columbia State Community College		
Allied Medical Service Laboratory	150,000	
		150,000
Shelby State Community College		
Midtown Campus - Phase II	6,224,000	
Parking Facility at Midtown Campus	231,000	
		6,455,000
Walters State Community College		
Outdoor Physical Education Facilities	80,000	
Parking and Campus Improvements	75,000	
		155,000
TOTAL		49,692,000

46

CONSTRUCTION IN PLANNING/DEVELOPMENTAL STAGES
AS OF JUNE 30, 1975

East Tennessee State University		
Chiller Plant - Phase II	1,000,000	
Wilson Hall Renovation	1,436,000	
		2,436,000
Memphis State University		
Waste Disposal Facilities	75,000	
Library Expansion - Phase I	2,340,000	
Audiology and Speech Pathology Center Addition	422,000	
		2,837,000
Middle Tennessee State University		
Heating and Chilling Plant	1,208,000	
Faculty Office - Annex	1,090,000	
		2,298,000
Chattanooga State Technical Community College		
Student Center	2,000,000	
		2,000,000
Motlow State Community College		
Air Conditioning for Gym Area	40,000	
		40,000
Roane State Community College		
Technology Building	2,033,000	
		2,033,000
Shelby State Community College		
Midtown Campus - Phase III	2,822,000	
		2,822,000
Volunteer State Community College		
Completion of Campus Center	196,000	
Technology Building	1,312,000	
		1,508,000
Walters State Community College		
Student Services and Learning Resources Center	1,980,000	
		1,980,000
TOTAL		17,954,000

FINANCE

STATE UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF TENNESSEE

Balance Sheet
June 30, 1975

ASSETS		LIABILITIES	
CURRENT FUNDS		CURRENT FUNDS	
Unrestricted		Unrestricted	
Cash	915,754.66	Accounts Payable	2,081,641.57
Short-term Investments	24,279,329.56	Accrued Liabilities	6,506,586.07
Accounts Receivable	2,533,335.88	Student Deposits	440,719.92
Inventories at lower cost or market (FIFO basis)	3,574,910.06	Due to:	
Due from:		Loan Funds	143,798.87
Restricted Current Funds	1,487,650.02	Unexpended Plant Fund	311,202.58
		Retirement of Indebtedness Funds	21,680.10
		Agency Fund	112,664.29
		Deferred Revenues	4,743,653.38
Prepaid Expenses and deferred charges	20,267.55	Total Liabilities	14,361,946.78
Other Assets	3,061.51	Fund Balance:	
		Unallocated	4,517,783.42
		Discretionary Allocations	2,173,745.34
		Non Discretionary Allocation	
		Allocation for Working Capital	6,055,337.57
		Allocation for Encumbrances	5,705,496.13
		Total Fund Balance	18,452,362.46
TOTAL UNRESTRICTED FUNDS	$32,814,309.24	TOTAL UNRESTRICTED FUNDS	$32,814,309.24
Restricted		Restricted	
Cash	1,487,661.13	Accounts Payable	8,544.82
Short-term Investments	35,061.30		
Accounts Receivable	4,555,509.08	Due to:	
Due from:		Unrestricted Current Funds	1,487,650.02
Endowment Fund	192.22	Loan Fund	3,061.00
Agency Fund	10,656.25	Fund Balances	4,493,802.24
		Reserve for Encumbrances	96,021.90
TOTAL RESTRICTED CURRENT FUNDS	6,089,079.98	TOTAL RESTRICTED CURRENT FUNDS	$6,089,079.98
TOTAL CURRENT FUNDS	$38,903,389.22	TOTAL CURRENT FUNDS	$38,903,389.22

Balance Sheet (cont'd)
June 30, 1975

ASSETS		LIABILITIES	
LOAN FUNDS		LOAN FUNDS	
Cash	750,462.97		
Short-term Investments	149,850.35		
Notes and Grants Receivable	12,790,379.62		
Due from:			
Unrestricted Current Funds	143,798.87	Fund Balance	13,936,484.92
Restricted Current Funds	3,061.00		
Other Assets	98,932.11		
TOTAL LOAN FUNDS	13,936,484.92	TOTAL LOAN FUNDS	13,936,484.92
ENDOWMENT AND SIMILAR FUNDS		ENDOWMENT AND SIMILAR FUNDS	
Cash	56,372.90	Due to:	
Short-term Investments	214,544.04	Restricted Current Fund	192.22
Receivables	339.29	Fund Balance	271,064.01
TOTAL ENDOWMENT AND SIMILAR FUNDS	271,256.23	TOTAL ENDOWMENT AND SIMILAR FUNDS	271,256.23
AGENCY FUNDS		AGENCY FUNDS	
Cash	273,862.79	Due to:	
Short-term Investments	8,788.35	Restricted Current Fund	10,656.25
Accounts Receivable	617,978.40	Deposits held in custody for others	1,002,637.58
Due from:			
Unrestricted Current Funds	112,664.29		
TOTAL AGENCY FUNDS	$ 1,013,293.83	TOTAL AGENCY FUNDS	$ 1,013,293.83

Balance Sheet (Cont'd)

ASSETS		LIABILITIES	
PLANT FUNDS		PLANT FUNDS	
Unexpended		Unexpended	
Cash	23,038,272.27	Accounts Payable	50,179.77
Short-term Investments	7,428,120.73	Due to:	
Accounts Receivable	1,080,019.74	Retirement of Indebtedness Fund	7,768.21
Due from:			
Unrestricted Current Fund	311,202.58	Fund Balances	31,831,454.78
Other Assets	31,787.44		
TOTAL UNEXPENDED	31,889,402.76	TOTAL UNEXPENDED	31,889,402.76
RETIREMENT OF INDEBTEDNESS		RETIREMENT OF INDEBTEDNESS	
Accounts Receivable	67,080.29	Accounts Payable	392,177.67
Cash	1,963,572.20		
Deposits with Trustees	2,103,081.60		
Short-term Investments	7,828,609.17	Fund Balance	11,599,613.90
Due from:			
Unrestricted Current Fund	21,680.10		
Unexpended Plant Fund	7,768.21		
TOTAL RETIREMENT OF INDEBTEDNESS	11,991,791.57	TOTAL RETIREMENT OF INDEBTEDNESS	11,991,791.57
INVESTMENT IN PLANT		INVESTMENT IN PLANT	
Land	17,624,588.68	Notes and Bonds Payable	77,267,200.40
Other Improvements	14,864,051.23	Net Investment in Plant	317,573,471.24
Buildings	265,902,991.06		
Equipment	54,152,485.66		
Library Books	19,741,099.70		
Livestock	160,940.99		
Projects in Progress	22,394,514.32		
TOTAL INVESTMENT IN PLANT	394,840,671.64	TOTAL INVESTMENT IN PLANT	394,840,671.64
TOTAL PLANT FUNDS	$438,721,865.97	TOTAL PLANT FUNDS	$438,721,865.97

STATE UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF TENNESSEE

Statement of Current Fund, Revenues, Expenditures, and other Changes for the Year ended June 30, 1975

	Unrestricted	Restricted	Total
Revenues:			
Educational and General:			
Student tuition and fees	27,071,560.11	338.00	27,071,898.11
Government Appropriations			
Federal Government	1,301,165.34		1,301,165.34
State Government	78,140,121.05	154,396.71	78,294,517.76
Federal Grants and Contracts	400,590.15	13,360,955.71	13,761,545.86
State Grants and Contracts	260,198.30	1,519,013.60	1,779,211.90
Local Private Gifts and Contracts	590,773.87	1,162,802.38	1,753,576.25
Endowment Income	4,182.00	1,174.00	5,356.00
Sales and Services of Educational Departments	2,624,028.57		2,624,028.57
Sales and Services of Auxiliary Enterprises	20,218,404.59	49,440.93	20,267,845.52
Other Sources	3,208,086.07		3,208,086.07
Total Current Revenues	133,819,110.05	16,248,121.33	150,067,231.38
Expenditures and Mandatory Transfers:			
Education and General:			
Instruction	58,110,794.75	2,270,441.63	60,381,236.38
Research	739,985.09	6,061,208.30	6,801,193.39
Public Service	1,572,069.58	2,104,510.45	3,676,580.03
Academic Support	14,879,768.67	456,417.59	15,336,186.26
Student Services	11,173,491.34	391,392.69	11,564,884.03
Institutional Support	12,225,642.26	93,222.70	12,318,864.96
Operation and Maintenance of Plant	14,018,252.07	10,799.01	14,029,051.08
Scholarships and Fellowships	563,722.54	4,667,024.31	5,230,746.85
Total Educational and General Expenditures	$113,283,726.30	$16,055,016.68	$129,338,742.98

Statement of Current Funds, Revenues, Expenditures, and other Changes for the Year ended June 30, 1975 (cont'd)

	Unrestricted	Restricted	Total
Mandatory transfers for:			
Loan Fund Marketing Grants	137,816.02		137,816.02
Unexpended Plant Fund	110,000.00		110,000.00
Total Educational and General	113,531,542.32	16,055,016.68	129,586,559.00
Auxiliary Enterprises			
Expenditures	16,514,557.17	193,104.65	16,707,661.82
Mandatory Transfers for:			
Principal and Interest	1,982,469.84		1,982,469.84
Renewals and Replacements	29,300.00		29,300.00
Total Auxiliary Enterprises	18,526,327.01	193,104.65	18,719,431.66
Total Expenditures and Mandatory Transfers	132,057,869.33	16,248,121.33	148,305,990.66
Other Transfers and Additions/ (Deductions)			
Excess of restricted receipts over transfers to revenues		71,346.64	71,346.64
Refunded to Grantors		(406,465.35)	(406,465.35)
Unrestricted Gifts Allocated to other funds	(17,000.00)		(17,000.00)
Indirect Cost Recoveries		(223,443.54)	(223,443.54)
Non-mandatory Transfers:			
Principal and Interest	(808,243.14)		(808,243.14)
To Unexpended Plant	(1,343,138.10)		(1,343,138.10)
From Agency	1,635.23		1,635.23
Other	45,842.05	(7,884.00)	32,291.05
Net Increase in Fund Balance	$(359,663.24)	$ (556,446.25)	$(926,109.49)

STATE UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF TENNESSEE

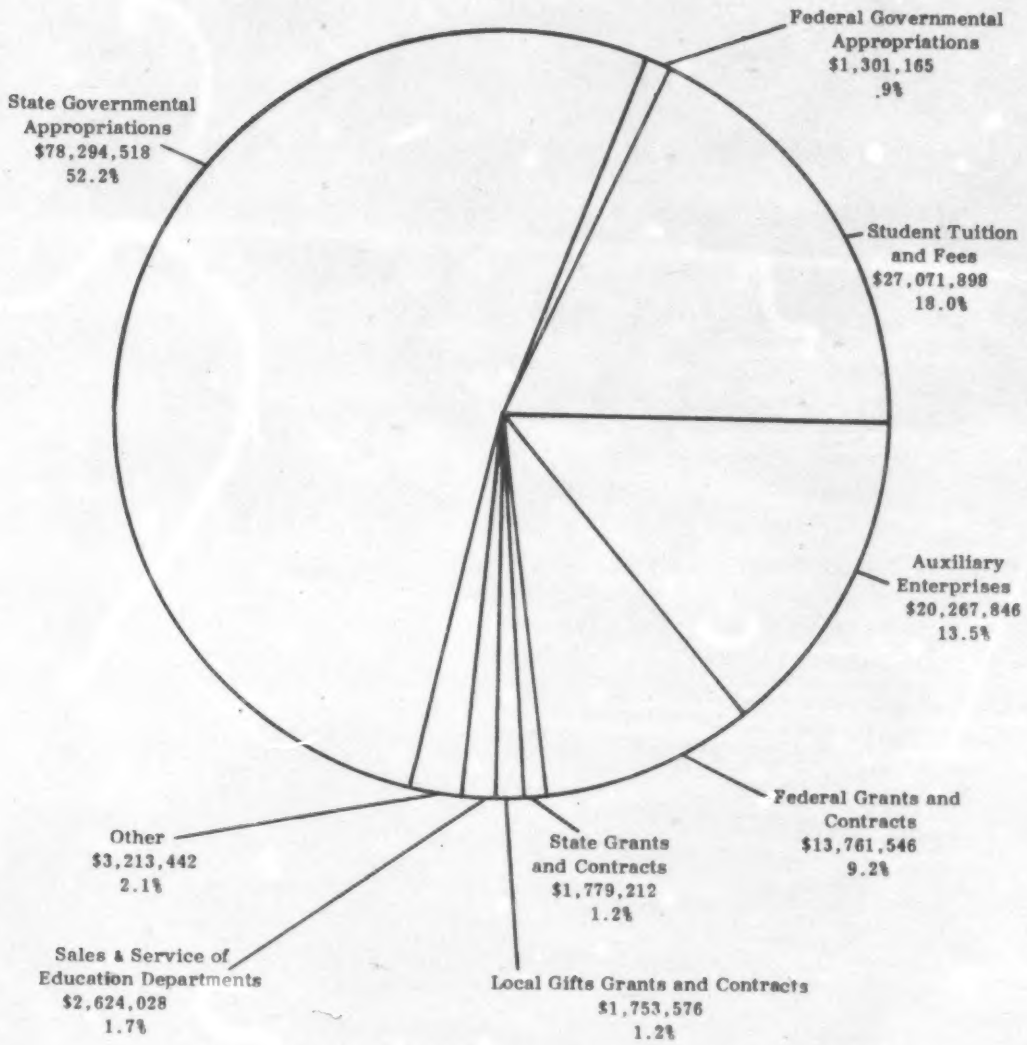
Statement of Changes in Fund Balances for the Year ended June 30, 1975

	Current Funds			Endowment and		Retirement	Investment
	Unrestricted	Restricted	Loan Funds	Similar Fund	Unexpended	of Indebtedness	in Plant
Revenues and Other Additions							
Current Fund Revenues	133,819,110.05	368,812.41					
State Appropriations		177,712.51	3,743.12		6,679,048.26	628,353.62	
Federal Government Appropriation			28,027.00		498,986.63		
State Grants and Contracts		335,351.45					
Federal Grants and Contracts		16,367,069.71	742,732.37		303,815.00		33,200.00
Private Gifts Grants and Contracts		2,161,949.39	23,319.00	17,580.01	146,596.16		
Investment Income		3,105.43	6,942.47	2,882.34	104,241.85	379,756.70	
Realized gain on Investment			14,539.04	304.36	394,563.61	569,369.29	
Interest on Loans Receivable			419,509.77				
U. S. Government Advances			140,056.23				
Expended for Plant Facilities							34,417,304.86
Retirement of Indebtedness					345,701.47	1,316,180.03	2,162,857.16
Maturity Annuity and Life Income restricted to Endowment		6,010.60					
Other	63,737.72	21,607.18	6,350.51		40,133.71	879,478.91	2,931,110.92
Total Revenues and Other Additions	$138,882,847.77	$19,441,618.68	$1,385,219.51	$20,766.71	$8,513,086.69	$3,773,138.55	39,544,472.94
Expenditures and Other Deductions							
Education and General Expenditures	113,283,726.30	17,645,329.39		513.58			
Auxiliary Enterprises Expenditures	16,198,936.37	1,189,375.29					
Indirect Cost Recovered		350,216.26	318.00				
Refunded to Grantors		483,179.89	100,576.93				
Loan Cancellations & Write Offs			307,236.59				
Administrative & Collection Cost		1,923.84	60,508.92			5,664.15	
Expended for Plant Facilities	6,238.10				27,662,782.00	25,148.23	
Retirement of Indebtedness					68,857.02	3,799,487.60	
Interest on Indebtedness						2,489,573.71	
Disposal of Plant Facilities							1,320,171.11
TSSBA Transferred & Debt Service Reserve							5,348,339.03
Other	764.50			316.49	1,148,615.10	229,672.14	3,136.58
Total Expenditures & Other Deductions	$129,489,665.57	$19,670,024.67	$468,640.44	$ 830.07	$28,880,254.25	$6,549,545.83	$ 6,671,646.72

Statement of Changes in Fund Balances for the Year ended June 30, 1975 (cont'd)

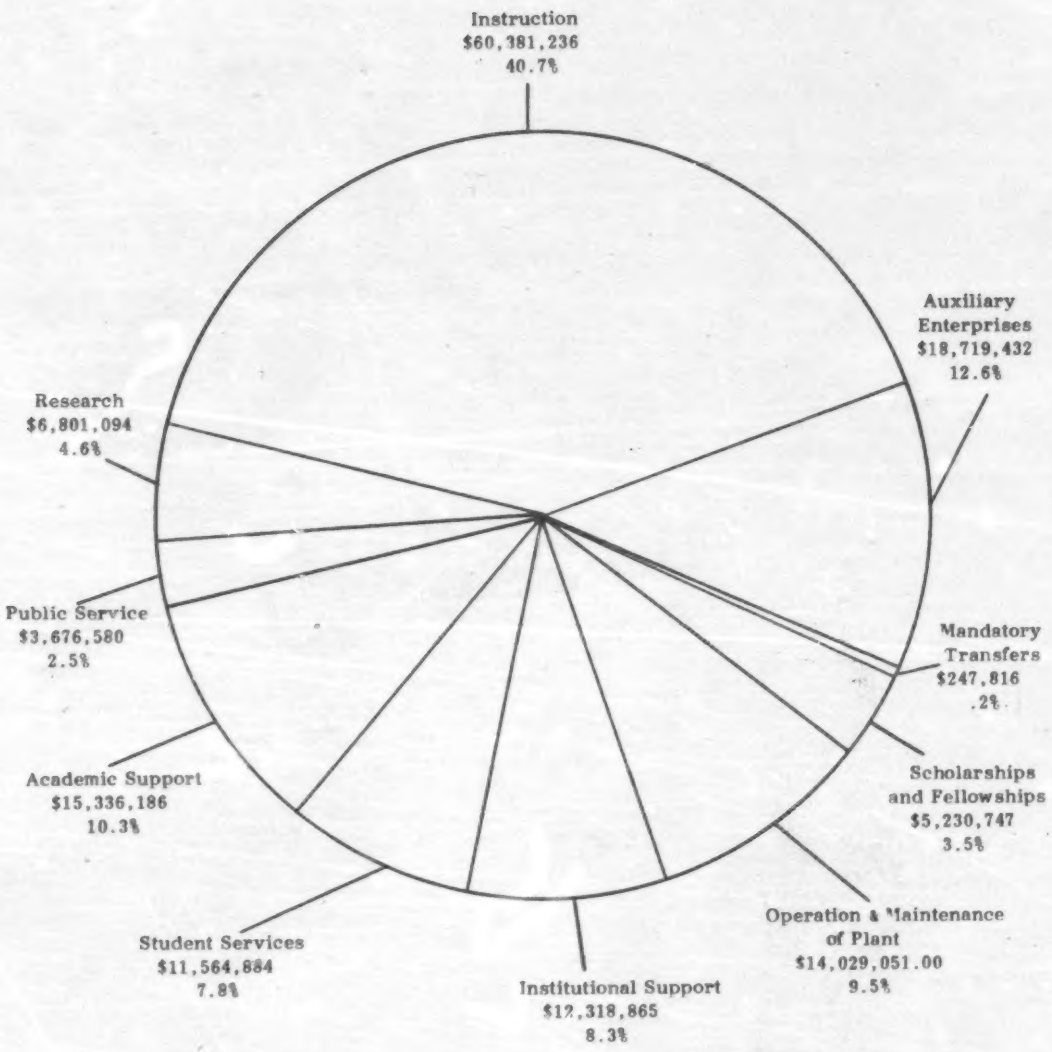
	Current Funds			Endowment and		Retirement of	Investment in
	Unrestricted	Restricted	Loan Funds	Similar Fund	Unexpended	Indebtedness	Plant
Transfers Among Funds Additions/ (Deductions)							
Mandatory							
Principal and Interest	(2,959,606.78)					2,959,606.78	
Renewals and Replacements	(29,300.00)					29,300.00	
Loan Fund Matching Grants	(137,816.02)		137,816.02				
Restricted		(50,084.95)		900.00			
Unrestricted Gifts Allocated	(17,000.00)		17,000.00				
Transfer to (from):							
Restricted Current		979.71		(979.71)			
Unexpended Plant Fund	(878,400.00)				878,400.00		
Agency Fund				13,297.57			
Other	(705,134.66)	(7,884.00)			665,424.21	49,802.49	49,119.95
Total Transfers	(4,727,257.46)	(56,989.24)	154,816.02	13,217.86	1,543,824.21	3,038,709.27	49,119.95
Net Increase (Decrease) for the year	(334,075.26)	(285,395.23)	1,071,395.09	33,154.50	(18,823,343.35)	262,301.99	32,921,946.17
Fund Balances at beginning of year	18,786,437.72	4,779,197.47	12,865,089.83	237,909.51	50,654,798.13	11,373,311.91	284,651,525.07
Fund Balances at end of year	$18,452,362.46	$4,493,802.24	$13,936,484.92	$271,064.01	$31,831,454.78	$11,599,613.90	317,573,471.24

STATE UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF TENNESSEE
CURRENT FUND REVENUES
June 30, 1975



TOTAL CURRENT FUND REVENUES $150,067,231

STATE UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF TENNESSEE
CURRENT FUND EXPENDITURES AND TRANSFERS
June 30, 1975



TOTAL CURRENT FUND EXPENDITURES AND MANDATORY TRANSFERS $148,305,99[illegible]